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ABSTRACT

The author reports on a program designed to improve the skills of staff members in recognizing, and adapting instructions to, the varied learning styles, abilities, and affective needs of pupils in an ethnically unbalanced "pocket of poverty" elementary school. The staff included paraprofessionals and teachers of reading, mathematics, social studies, language arts, and science. Negative factors at the start of the project included tendencies of the teachers to use the lecture approach, neglect of audiovisual and library resources, pervasive job dissatisfaction, and inadequate supervision. Planning workshops with the entire staff, and to which parents were invited, resulted in a program that used trainer consultants, intervisitations, and peer evaluation of classroom demonstrations along with increased utilization of school-community resources. The outcome of the program was increased participatory learning among teachers, more effective use of materials and resources, more effective provisions for dealing with diverse learning styles, and better use of preparation periods. The author concludes that the impact of the project was evident throughout the entire school program and that the program warrants implementation in other schools. (Author)

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A SUPERVISORY PROGRAM FOR STAFF DEVELOPMENT

by

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Practicum report, submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

October 1973

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ABSTRACT

The objective of this practicum was to develop and implement a program of Staff Development which would result in the improved performance of the staff assigned to C.S. 34, Bronx, New York. The concerned staff were teachers and paras in the areas of reading, mathematics, social studies, language arts, and science. As a result of having participated in this program, the staff members were expected to demonstrate their improved ability to recognize and adapt their instruction to the varied learning styles, abilities and affective needs of our pupils.

As vehicles to the achievement of improved staff performance, efforts were made to:

1. identify and use, those resources available to us for staff development;
2. to better use the innate and creative talents of our staff;
3. to sensitize our staff to the need for an individualized and varied approach to instruction; and
4. to provide staff with a broad background of subject information and process activities which would serve as springboards to the further acquisition of skills in these areas as applied through an integrated curriculum.

INTRODUCTION

The success of any educational endeavor is directly related to the effectiveness of its practictioners. If the program is not implemented as prescribed, allowing for those cooperatively developed and reasoned deviations, the program will fail. Too often, as educational practictioners, we develop desirable and promising educational theory concerning the ways children learn and develop best only to fail when it comes to the application of this conceived theory. I suggest that to a large degree, faulty implementation has been the result of teachers verbalized understanding of procedure which has not been matched by their performance. In other cases, poor implementation can be traced to the absence of a feeling of ownership for the proposed program(s) by those expected to implement them.

If our programs for educational improvements are to be effectively implemented, those who are to implement them will have to be developed to the point where they will demonstrate behaviors representative of the basic tenets of those changes desired. This position is supported by Marciene Mattleman[1] who in a two year study of in-service programs in Philadelphia, found that almost any educational innovation can succeed if certain basic criteria are met.

He cited: "(1) a needs assessment of staff; (2) demonstration lessons for teachers, (3) decide with teacher where you are, where you want to go, and how you want to get there; (4) maintenance of high expectations; (5) use of positive reinforcement; and (6) maintenance of clearly defined goals."

Since the educational process is not a stagnant one, staff development in educational implementation will always be with us. The school administrator must take on this vital area as one for which he is accountable. Just as a teacher is accountable for pupil performance, so is the school principal responsible for teacher growth, development, and performance. This paper proposes to trace the activities of this writer as he, a school principal, in New York City, with the assistance of his school staff, developed and implemented a viable program of staff development.

THE PROBLEM

C. S. 34 is an upper-grades elementary school serving fifth and sixth graders. All of the pupils in the school are bused from an area in the Southeast Bronx which has been designated a "pocket of poverty" by the Mayor's Commission on Poverty. Ethnically, the pupil population is 54% Spanish, 43% Afro-American, and 3% others. According to the published Pupil Evaluation scores based on the "New York State Survey of Pupil Performance" in 1972, only 12% of these pupils were achieving at the level of minimum competency.[3]

Why any section of our population, in this era of affluence and enlightment, should meet with repeated academic failure, is a plaguing question. Numerous studies sponsored by Federal, State, Local, and private agencies, have been done on the subject and varied solutions proposed, yet, none of these have produced universal panaceas. At any given time or place, a very special approach or consideration might show promise for reversing the failure (academic) pattern of poor children, however, when broadly applied by varied practictioners, the results become equally varied.

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[3]Bureau of Educational Research, Board of Education of the City of New York, Ranking of Schools by Reading Achievement, 1972, p. 8.

If those charged with implementing educational programs are ill prepared and less than enthusiastic about their chances for success, the true potential of those programs will not be realized. As principal of C.S.34X, I am committed to raising the academic level of those pupils in our charge. With this commitment, I am aware of the vital role to be played by all members of our team if this commitment is to be realized.

Prior to initiating the project with which this paper is concerned, our efforts to maximize staff involvement had met with some success, however, due to its fluid nature, I was not satisfied that we had gone as far as we might in this area. My feelings as relate to staff involvement were supported by the findings of our "needs assessment team". The findings of this group indicated that there are certain performance criteria, reflective of staff involvement, on which thirty-five to fifty percent of our staff received a low rating. A study of these criteria suggested that a well planned, goal oriented, skill building program for staff development could improve our ratings.[4] These performance criteria became the stated problems around which this study was developed.

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[4] Appendix "A"

Inadequate Provisions for Participatory Learning

Fifteen of our teachers were found to lean heavily toward the lecture approach to teaching. These teachers followed the curriculum outline closely and made few provisions for incidental or extended learnings based upon the interests, curiosity, or experiences of their pupils. While it is not believed that this instructional approach was intended for its negative effects, it is realized that teacher acceptance and use of pupil ideas, acceptance of pupils feelings, and the praise and encouragement afforded pupils serve as indicators of the emotional tone of teacher-pupil interaction. These teacher behaviors have been found to have a significant impact upon student attitudes and achievement.[5]

Inadequate Use of Material and Physical Resources

For the 1971-72 school year, our log of materials borrowed from the Audio-Visual Resource Center, revealed that seventy-five percent of the materials and equipment borrowed during that period, were borrowed by twenty percent of the staff. We have a current and well supplied A.V.I. center with over one hundred thousand dollars ($100,000.00) worth of materials and equipment.

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[5]U.S. Commission on Civil Rights, Teachers and Students: Report V Mexican American Education Study Differences in Teacher Interaction With Mexican American and Anglo Students; March, 1973, p. 52.

We also have three auxiliary teachers assigned as resource persons in this area. A complete listing of all materials, films, filmstrips, equipment, etc., was given to all staff members and they were encouraged to use thse resources. Of the one hundred and five filmstrips borrowed by classes in our school during the 1971-72 school year, eighty-seven were requested by less than half of the teaching staff. For the same period, our librarian indicates that no teacher independently planned more than three class visits to the school library.

Failure to Provide for Diverse Learning Styles

Individualization of instruction in terms of the special learning styles of individual pupils' was a major deficienty in our 71-72 educational program. Our teachers preferred having everyone cover the same content in the same manner, and in the same time. As supervisors, we stressed "grouping" as a means of individualizing while our teachers found every reason in the book for not trying it. The teachers did not generally possess the skills necessary to recognize learning styles and implement programs based upon this recognition.

Dr. Rosenberg[6] of Community Psychological Consultants, St. Louis, Mo., has identified learning styles as representing -

> the degree to which the learner is open to receiving information from two sources: from within himself and from outside himself and added to this capacity to receive information is a second dimension. This dimension relates to the level of abstraction with which the learner is able to symbolically manage information in a problem solving situation with a range from highly concrete to highly abstract. On the basis of these two dimensions, Dr. Rosenberg has identified the following four main categories of learning styles:

1. Rigid-Inhibited style: Teacher must be supportive and present information in a concrete manner.

2. Undisciplined style: The learner is more receptive to intrapersonal sources of information than to extrapersonal sources.

3. Acceptance-Anxious style: The learner is highly receptive to extrapersonal sources of information, lacking in confidence, fearful of others and of failure.

4. Creative style: Characterized by learner receptivity to both intrapersonal and extrapersonal sources of information and can function at a highly abstract level of language usage.

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[6] Marshall B. Rosenberg, Diagnostic Teaching, Special Child Publications, Seattle, Washington, 1968.

Current literature on poverty based children indicate that as a population segment, they lean toward learning styles one and two aforementioned. Since the majority of our teachers at C.S. 34 have not been taught to recognize indices of these styles and to plan their teaching approaches accordingly, they have not realized the success of which they are capable. Accordingly, the pupils assigned to these teachers have also failed in terms of their ability levels since the staff had not been able to compensate for the absence of a cultural base in their environments which would equip them to comprehend and communicate within the framework of these traditional practices.

Inadequate Use of Preparation Periods

In the 1969 contract between the United Federation of Teachers and the New York City Board of Education,[7] all teachers in special service (45% or more pupils reading below level of minimum competency) schools were to be given one forty-five minute unassigned period per day. This period was to be used for professional work related to the teachers job assignment and its use could not be dictated or infringed upon by the school principal.

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[7] Agreement Between the Board of Education of the City of New York and United Federation of Teachers Local 2, Covering Day School Classroom Teachers, January, 1970, Article IVA., 3b, p. 15-16.

For three weeks prior to the adoption of this proposal as a practicum, the writer visited the teachers' room in his school at various times throughout the school day. During this time he also made periodic inspections of the school library, A.V.I. Resource Center, Language Resource Room, and those other areas on the school premises where staff members might be actively engaged in job related tasks. On no occasion during this three week period, did he by observation, find a majority of the teachers on prep periods engaged in tasks easily viewed as job related. To the contrary, the freed teachers were observed engaged in interpersonal and group conversations, playing basketball, playing table games, etc. The principal, by contract, could not register dismay with this waste of taxpayers' money. He had, however, given each staff member a copy of their cooperatively developed list of activities for the preparation period, as well as a copy of the Board of Education's publication, "Guidelines for the Use of Preparation Periods". While these informal contacts were without a doubt valuable for staff morale, they could have been better used for informal self-sustaining dialogue between staff and students. Through these personal encounters, the teachers could have come to know and understand better the life styles of their pupils' and the need for diverse approaches in the instructional program.

Complete Self Actualization for All Unrealistic in the School Setting

Teachers' have entered the teaching profession for myriad reasons among which have been the desire to help children and in contrast, for financial maintenance while continuing to academically pursue ones chosen career in another field. A survey of our staff revealed that roughly one-third of the teachers had not thought of becoming teachers when they entered college and about one-eighth were not certain that they would remain in the profession. Conceivably, the mind-set of these teachers and their involvement in pursuing other careers had prevented them from realizing the satisfaction one might get from teaching. The failure to achieve a sense of satisfaction from ones efforts, tend to turn a person off and as a corollary, inhibit his ability to maximize his contribution to the teaching/learning process.

March and Simon[8] found that the lack of self-esteem received from their school positions represents the largest source of dissatisfaction for school teachers. They also found that teaching has a greater need fulfillment for women while the level of job aspiration for men exceeds that of women.

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[8] James G. March, Herbert A. Simon, Organizations, New York, John Wiley and Sons, Inc., 1958, p. 89.

Examining these findings, one might hypothesize that women generally receive adequate self-fulfillment from teaching and thus are satisfied to remain as classroom teachers. Men on the other hand, are less satisfied with their roles as classroom teachers and experience increased job dissatisfaction. When one is dissatisfied, he is not motivated to creative thought and action. Since seventy-five percent of the teaching staff at C.S. 34 was male, the writer considered the possibility that job dissatisfaction influenced the level of staff performance in his school.

Inadequate Supervisory Support and Follow-up

As a new principal at C.S. 34 in 1969, the writer was highly task oriented and somewhat didactic in his approach. This didacticism was primarily directed toward pupils and received positive support from most of the staff. There were, however, some teachers who did not like this approach and were very vocal in their expressed disapproval.

Two of the disapproving teachers openly rebelled against the principal in word and in deed. They protested the rules and regulations imposed upon the pupils and charged the administration with practices that had never existed. In addition to these

attacks, these teachers began to default in the assumption of their duties and responsibilities. The situation became an intolerable and a potentially explosive one which resulted in my requesting the removal of the two teachers from our school. The request was honored by the Community School Board and Community Superintendent, however, this action was not supported by the Chancellor at the third step due to procedural error. Action against the teachers was again initiated by the writer, in keeping with contractual procedure the teachers were officially removed from his school.

The above events are important as an indication of the climate that existed at C.S. 34 during its first year of operation. Although the general staff was not directly involved in the foregoing, they identified as teachers. The staff had not witnessed nor supported the charges of the dismissed teachers however, they were suspect in the supervisor/teacher relationship. These reactions had a considerable impact upon the writer as a neophyte principal. While he maintained the expressed support of his staff, the writer was now in a vulnerable position and was frequently accused of being insensitive to the needs of teachers when he would reprimand a staff member for failure to perform in the best interest of our pupils.

Faced with the subtle tension that had arisen within the staff, and cognizant of the many other factors (staff 84% caucasian, 75% male, average age 23, 80% less than three years teaching experience; Principal - Afro-American, male, and 42 years of age), that would influence his relationships with his staff, the principal became more tolerant. His tolerance indirectly influenced his assistants who became likewise. As we tolerated the ineffectiveness of some of our staff members, we nurtured their poor habits. Once we realized that our positive efforts to help these teachers were futile, we should have taken, as a last resort, the punitive action available to us in such cases. By failing to follow through as the situation in these cases indicated, we weakened our position and image in the eyes of our staff.

Need for Heightened Teacher Expectations

Pupil failure or success in the classroom is greatly influenced by the pupil/teacher interaction. The quality and type of pupil/teacher interaction is in large measure measured by what that teacher expects of the pupil.[9] If we can agree that teacher expectation does indeed influence pupil performance, then we might take this as a valuable variable contributing to the low achievement level of pupils at C. S. 34.

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[9]H.S.Becker, The Teacher in the Authority System of the Public School, Journal of Educational Sociology, Vol. 25, p. 452; 1952.

One indication of what teachers at C. S. 34 expected of their pupils was to be found in their predictions of pupil success. Individual profile sheets with pertinent information regarding the current achievement level as well as previous patterns of achievement for each pupil were given to their official teachers at the beginning of the '72-'73 term. The teachers were asked to observe the pupils and study this information with a view toward establishing specific behavioral objectives for each child and the class as a whole. Since our classes are heterogenously grouped, each teacher was asked to divide his class into three groups representing the top, middle, and lowest achievers. For each of these groups, the teacher was asked to predict the expected average growth in months in reading and math for each child. It is hoped that the groupings would afford the teachers some flexibility in predicting greater average success for the pupils in their top achieving groups. The results of the teacher success predictions, however, were on the average, lower than that previously realized by the pupils. Only one teacher indicated that he expected the average achievement pattern to exceed that previously realized by his pupils.

Other indications that our staff did not generally expect their pupils to achieve commensurately with the national norm was to be found in the level and quality of their lessons. There was a general tendency to engage in whole class lessons with quality and level of work geared to the lower achievers. For many of the pupils, this was a non-challenging, frustrating experience. In addition to the lowered instructional level, the quality of work accepted as "good", "excellent", etc., was generally below the capable level of pupil performance.

Design of Staff Development Program

1 - Rationale: The Staff Development Program will train teachers to implement learning programs which:

a. Stress situations that are non-verbal, concrete, inductive, and kinesthetic.

b. Relate to the child's environment and experiential background.

c. Evidence respect for the way the learner feels.

d. Seek to relate to the concerns of the learners.

2 - Objectives: To develop a program of staff development designed to train teachers in recognizing and adapting their instruction to the varied learning styles, abilities, and affective needs of their pupils.

3 - Plan For Development:

a. Evaluation of previous approaches.

b. Consultation with staff.

c. Assessment of pupils needs.

d. Assessment of staff.

e. Evaluation of materials and equipment.

f. Prepare budget estimate.

g. Assessment of school and community resources.

4 - Plan For Implementation:

a. Communicating and sensitizing all concerned to urgency and need for support.

b. Schedule staff and assign.

c. Establish program format.

d. Assign trainers/consultants.

e. Establish monitoring system.

1) Staff check-list

2) Classroom visits

3) Supervisory/teacher conferences

4) Staff participation

5) Staff planning

f. Establish process for coordinating activities

g. Develop training format

1) Supervisor/consultant directed sessions

2) Staff participation in planning

3) Staff scheduled and non-scheduled intervisitations

4) Supervisory observations

5) Formal and informal conferences

6) Planned demonstration lessons

5 - Plan for Evaluation:

a. M.A.T. Scores

b. Scheduling for participation by all staff members.

c. Pupil participation

d. Improved staff planning and implementation.

e. Improved pupil attendance.

PROGRAM DEVELOPMENT

The above problems outlined in the foregoing pages were a natural outgrowth of our needs assessment program implemented during the pre-implementation stage. To arrive at the problems or assessed needs, we did the following:

Evaluation of Previous Approaches: We did an in-depth evaluation of our Staff Development Program as implemented at that time. We found that while worthwhile, the potential value was never realized primarily because they were supervisory imposed efforts and were not the results of teacher realized needs. Our teachers were reluctant to ask for help or to admit their lack of ability. However, once assured that our primary interest was in helping them to maximize themselves in terms of their potential, they became more open.

Teacher attendance at in-school workshops prior to this project was erratic. As previously noted, teacher attendance at workshops on their preparation periods, by contractual agreement, had to be voluntary. Most teachers were willing to volunteer one period a week but not two. Since all teachers taught in two curriculum areas, an integrated, goal oriented, skill building, Staff Development Program dictated ones participation in two curriculum workshops.

We considered staggering the workshops so that each curriculum area would be covered every other week, however, this was deemed unsatisfactory if we were to have the desired concentrated impact on the teaching-learning process.

After school workshops were considered undesirable since the staff members had other obligations such as college courses, family responsibilities, second jobs, etc. We discovered that these workshops could have been planned over a weeks time and included all staff members. In no case, however, were we able to get members of a given team together on the same day.

The district run in-service workshops were ineffective in terms of our needs since they did not include all staff members or have as priorities, the same needs.

Consultation With Staff

In his District Circular Letter #1[10] for the 1972-73 schoolyear, our Community Superintendent mandated that every school in the district have an on-going, viable Staff Development Program. In our September '72 General Conference, one of our major topics was concerned with the development of a format for our Staff Development Program.

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[10] Appendix "B"

The staff selected a committee representative from each curriculum area and instructed them to meet with the supervisory staff to plan the Staff Development Program. Specifically the committee was asked to review the school goals which we had established at the end of the 72-73 school year and to outline a program of staff development which would contribute to the attainment of these goals.

The Staff Development Committee met several times during September and early October and finally came up with a plan they wished the staff to consider. The plan was written up and distributed to all staff for their perusal prior to our open group discussion. In our open meeting, an adoption of the Staff Development Plan, a number of significant questions were raised by the staff and with modifications, the plan was accepted. I might note here, however, there was one question relating to compensatory time for all workshop sessions raised by the union representative. The principal did not concede this point and by interpretation, cited the teachers contract[11] as supporting his point of view. This interpretation will be referred to later in this paper.

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[11] Op. cit., Agreement Between The Board of Education of the City of New York and the United Federation of Teachers, P. 15.

Assessment of Pupils' Needs

A study of the standardized test results for the pupils attending C.S. 34 revealed a wide range of achievement.[12] The range went from complete non-readers to four or five years above grade level with the average being two or more years below grade level. This achievement range was significant because it indicated that ghetto pupils can learn and also pinpointed the fact that the larger number of pupils in our school were not achieving in terms of the national average. The M.A.T. scores as indicated below, support this view:

Average Pupil Achievement as Shown on M.A.T.

Reading	1969	1970	1971	1972
5th Grade	4.0	3.9	4.1	4.1
6th Grade	4.8	4.5	5.5	5.1
Mathematics				
5th Grade	--	--	3.9	3.7
6th Grade	--	--	4.9	4.4

[12] Table 3 - See. P. 56. Appendix "C"

A study of the Prescriptive Reading Inventory results for our pupils indicated that they were especially deficient in those process skills needed to make judgments, compare, predict, and generally interpret information provided them. These process skills are closely related to the affective needs of the pupils. Through the affective needs, when properly developed, the pupils can attach meaning, value, hope, to what they learn and thus progress toward the acquisition of the needed cognitive skills. The poverty based child especially, needs exposure to challenging, stimulating, thought provoking situations since his experiences in these areas outside of school are limited. If we are to succeed in meeting the affective needs of our pupils, our teachers must become facilitators of learning rather than serve as depositiors of learning.

Assessment of Staff.

From our survey of the individual skills and interests of our staff, we found that we had a wealth of resources going untapped. We theorized that if we could, in some way, use these strengths to enhance the school program and afford the individual staff members recognition, they would be more receptive to improving in their areas of weakness.

Therefore, in planning our program of Staff Development, we gave attention to the special expertise of our staff members which could be used to enrich the total school program.

Assessment of Materials

Our materials assessment revealed that we were sufficient in this area. In addition to materials on hand, we had planned monies in our budget for special purchases which may have been needed as our workshops developed. There were many materials and equipment which were going unused due to a lack of, or inadequate, teacher training in their use.

Budget Estimate

Except for the purchase of materials, no other budget was attached to this project. Each teacher was allocated five dollars ($5.00) for each child on his register. As a result of having participated in the Staff Development Workshops, each teacher was requested to submit a proposal for materials covering the monies allocated him.[13] The proposals were specific in terms of how the requested materials would enhance the teachers classroom program.

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[13]Appendix "D"

Assessment of School and Community Resources

As indicated earlier, all participants in the workshops became resource persons. In addition to our in-school staff, four publishing companies agreed to send us consultants. We had one consultant from the evaluation team of Jean P. Gilbert Associates; one consultant from Urban Directions Evaluators, and district office personnel as needed.

PLAN FOR IMPLEMENTATION

Communicating and Sensitizing

The total staff was involved in the planning of the Staff Development Program from its inception. A major problem encountered, however, was a fear of some staff members that they would be asked to participate or demonstrate forthe group in an area where they lacked expertise. As the training program developed and staff members ere able to apply and test materials presented in the workshops, they became less apprehensive and more willing to actively participate. Their ideas, suggestions, theories, etc., were respected and when feasible, tested. No one was negatively judged for his efforts.

Parents were advised of and kept informed on the workshops via the school newspaper and Parents" Advisory Committee. All parents were invited to visit and sit-in on the workshop sessions that interested them.

Following our initial planning sessions, the writer issued the following statement of "urgency" to all staff members.[14]

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[14]Charles L. Dunn, Teachers' Responsibility for Pupils' Success, C.S.34X Staff Bulletin, October 16, 1972.

As we enter into this program of Staff Development, we do well to ask ourselves: How have my charges perceived my established goals and efforts to achieve them?

The question is a most vital one for unless we are able to translate ourselves and that for which we stand into terms identifiable by our charges, all is lost. We must be aware of the perceptive nature of our pupils and know they resent our often deceitful ways and patronizing attitudes. In our pupil-teacher relationship, we should recognize our adult differences and resist the misguided notion that we reach poor children by acting lower-class and adopting the peer group's values. Our children are not hung-up on this type of deceit. Children must be goal oriented, they must, as Dr. Martin Luther King said, be able to "See the mountain top" and directed on the path to its attainment. They respond with realized success to the directness, self assurance, consistency, enthusiasm, and respect offered them by teachers who are first honest with <u>themselves</u> and secondly, with them.

For many reasons, too numerous to outline here, our pupils come to us under-stimulated for achieving academically. Many of them have received little or no praise for their past successes. Others have missed the continuous vocabulary development associated with informal adult-child discussions. They are frequently given nebulous directions and punished for acts demonstrating their curious nature. Their questions are often ignored and thus go unanswered.

Still other of our pupils have experienced little structure or given responsibility in their home environment. These children often view the world as being loosely structured and disorganized. Due to their past experiences, they lack the inner controls to set about the task of learning and need support and direction from without. As we structure the environment from without and help the child to competently cope with the demands and pressures of his world, he will grow in his ability to succeed. As we treat them fairly, we will witness their loyalty and devotion.

As we work toward the achievement of our goals, individually and collectively, we must be accountable for the successes or lack of success realized. The call for accountability is a most relevant and valid one. We are being told, produce results or get out, and this is as it should be. We must approach our job just as the auto mechanic or physician approaches his. If our cars are not repaired properly, we refuse to pay the bill. If our physicians do not diagnose and properly treat our ills, we hold them accountable. If we feel our rights as teachers are infringed upon, we file a grievance or threaten to strike. Do we expect any less of ourselves as educators? Shouldn't we be responsible for the educational products we produce? In its true prospective, can society expect any less than a maximized product from its school?

For our failure as educators to produce this maximized product, we have developed varied excuses. Alluded to earlier, these excuses include the understimulated child, the disinterested child, the overpressured child, parental apathy, poor pupil ability, cultural deprivation, the system, and so the list goes. An important factor and perhaps more real than any of the foregoing, is low teacher expectation. We have created the excuse pegs and hung our hats on them. Because of these carefully developed defenses, many of us have said we don't have to expect our children to achieve at grade level.

Too often, we have heard, "The test is not a fair measure of what we are teaching," "that material is too difficult for <u>these</u> children," "the administration is trying to impose middle class values upon these children." If we examine the foregoing closely, and be candid about it, we will find the above being alright for another type of child but not for the children of the poor in a ghetto area.

I say to you, we transmit these feelings of low expectation to our pupils and they are aware of it. We have chosen convenient "cop-outs". We are failing in our words and deeds to help our pupils achieve heights commensurate with those of their age mates throughout the country.

The fallacy of the excuses outlined above can be found in a visit to Community Schools129, 146, and 192 in Harlem. In each of these schools you will find a pupil population parallel to our own. All of the children in these schools come from poor minority group homes. They enter school with the cognitive deficits and social handicaps associated with the children of the poor. Yet, an examination of the academic achievement of the pupils in these schools will reveal two-thirds, to three-fourths of them achieving at or above the national median in reading.

When queried about their seemingly phenomenal success with poor children, the principals of these schools will readily tell you that they and their teachers expect no less. They set high goals for their pupils, work to achieve those goals, and stand accountable for their efforts. Dr. Gang at C.S. 192, advises each new teacher of the philosophy and standards of his school. As a member of that organization, each teacher must work toward the achievement of the school's goals and if they fail to do so, they must leave the school. Mrs. Froelich, formerly of C.S. 129, says that the interest of the child comes first. She will not stand for the de-humanization of a child by a teacher.

We will not find it easy to free ourselves of the convenient defenses which the American scene has made an intricate part of our thinking process. Yet, in terms of our individual and collective (we are in a group situation) "self-fulfilling prophecies," we must seek the truth for ourselves and become positive role models for our children. We must set ever higher standards for them. A concomitant of these standards will be their appreciation of our belief in their ability to achieve these standards.

As earlier stated, one of our excuses for failure with poor children is their cultural deprivation. We fail to accurately evaluate this assessment and by doing so, we denude our children of all humane qualities. What we can say however, is that the "ego quality" present in poor children supplies them with a defense against that which is foreign and threatening to their natural environment. Acknowledging the home and/or cultural demands upon the child and the frequent conflict between these demands and those placed upon the child in the school situation, we can appreciate what appears to be inadequate or deficient ego strengths.

If we as teachers at C.S. 34 are to provide for the fruition of our "ego strengths", as professionals we must abolish those excuses alluded to for our failures. Instead, we must bring with flourishing accuracy, a commitment (most of us have) to the job accompanied by high expectancy for the success of our charges. With this commitment, those of your colleagues who have found recourse in ridicule and cynicism as means of subverting your successes will find themselves without weapons.

This discussion comes as a most appropriate follow-up to our discussion on Thursday evening. In that discussion, you were given some insight into the private lives of many of our pupils as well as the environments in which they must, of necessity, grow. I do not, as a result of that discussion, ask you to sympathize with our pupils. I do ask, however, that you consider seriously the job you are about. I do not want you to sympathize with failure (since you now have some insight into the environmental factors of our pupils which contribute to failure), and expect that of them. Instead, I want you, by your words and deeds, to recognize and develop the natural abilities of your children, provide them with responsibility, and encourage their initiative. I want you to provide our children with learning incentives, structure your classroom environment, seek help in discovering the reason for failure, set limits, establish routines, be understanding--yet demanding, and most important, realize your true potential as human beings.

Set high and realistic goals for each of your pupils and being the confident persons you are, they will know what you expect of them. Should you fail to achieve your goals, be accountable for your failure.

Finally, I ask you to remember our pupils exercise astute judgment in evaluating teachers. They judge you for what you are and respond accordingly. Insecurity, fear, superficial planning, and insincerity are immediately discerned by our pupils for they are quite familiar with these behavior patterns. Let's hope that our planned cooperative efforts will dispell these if they now exist.

The Scheduling Process for Participants

I realized that our school schedule, as organized at that time, presented very real problems for scheduling these staff development sessions and that a revised schedule might better lend itself to planning for total teacher participation.

Prior to revising our schedule, I had to:

1. Assess the human and physical resources available for making the desired scheduling possible.
2. Interpret to the staff the need for a change in their schedules if the desired staff development program was to be implemented.
3. Secure input from all affected staff as to the available alternatives for changing teachers' programs.
4. Select the best alternatives and then interpret its choice to the staff.
5. Commit program changes to writing.
6. Implementation of new schedule.

The new schedule has been in operation for weeks and its value attested to by most of the staff.

An assessment was made of the preparation periods needed and the clusters available to afford these preps. This assessment revealed that a total of thirty-six preparation periods would be needed if each teacher of reading, mathematics, science, language arts, and social studies were to attend a workshop in their areas of specialization. Since some teachers taught in two curriculum areas, they needed coverages for two periods if my plan to compensate them in time for workshop participation were to be implemented. A review of cluster periods available revealed that forty periods were available from clusters for coverage, however, this number was reduced to twenty nine if I were to honor my initial commitment to the instrumental music, art-photography, and library teachers. I had promised, in September, to reduce the teaching loads of these teachers, in order that they might perform other essential tasks related to their classroom performance. Following through on my promise to offer reduced class coverage programs to the teachers cited, twenty-nine periods were available to compensate teachers for workshop participation.

Since thirty-six periods were needed to compensate each teacher for each workshop attended and a total of twenty-nine periods were available, I was short seven periods. To solve this problem, I referred to Article IV. 3. sub section b.[15] of the contract between the United Federation of Teachers and the Board of Education of the City of New York. I interpreted this provision of the contract to mean that a principal might use a teacher's preparation period for conferences or staff development. Using this interpretation, I was able to compensate each teacher for participation in one workshop and to use one of the teachers preparation periods if he had to attend a second workshop.

At our initial conference of the school year in September, the staff was advised that our schedule would be revised at mid-year. As explained, these revisions would be made in order to expose the children to a wider range of cluster specialists. For example, a class which had been going to the math lab, would now have Hispanic Culture and the H.C. class would have math lab. In our new schedule, provisions for cluster changes would still be made for cluster switches, however, the focus would now be on making provisions for teacher workshops.

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[15] Op. cit.,

Our previous experience with the staff had indicated that they were resistive to change. I considered the fact that they would be especially concerned with changes in their programs since this would mean for many, changes in lunch and preparation periods. They had established certain routines and formed relationships with their colleagues with whom they had common free time and changes in schedules would interfere with these established routines and relationships. As a defense against this expected resistance, several approaches were used:

1. The Staff Assessment Committee provided an on-going evaluation of the schools Staff Development Program and made recommendations as to the direction this program should take.
2. Teacher sharing and intra-visitations were encouraged with a view toward helping teachers recognize the talents within their ranks and the need for a structured means of sharing these.
3. At our November General Conference, the staff was advised of the possibility of scheduling them for staff development workshops and affording them six preparation periods per week rather than the five provided for in their contract.

Although the teachers' contract provides that some of the five weekly preparation periods may be used for staff development, I was aware that the teachers might resent giving up this time since supervisors were not permitted to use this time in their recently expired contract.

The Staff Assessment Committee and union chapter chairmen were the primary sources of staff input regarding the new schedule. From their formal and informal contacts with members of the staff, we were able to develop a schedule which reflected the wishes of our staff. Some of the pertinent areas of staff input are noted below:

1. What classes should or should not continue with their cluster teachers.

   1.1 Because of the skills and talents involved, the instrumental music classes were continued. Classes which had taken Afro-Puerto Rican History and Culture during the first term were switched to another area for the second term.

2. The days and periods of each scheduled workshop.
3. What curriculum area should be cut in order that the teacher might participate in the workshop.

   3.1 All teachers teach in two curriculum areas and they

decided, on the basis of their pupils needs, which of the two areas should be reduced by one period. The new schedule reflected a reduction in the suggested curriculum area.

Committing the program to writing was an especially difficult task because of the many variables to be considered. However, but for three exceptions, we were able to write and implement a schedule with the basic components we desired.[16] The exceptions encountered in writing our schedule are noted below:

1. There are twelve Language Arts teachers and we were only able to schedule eight of them for the workshops in this area.
2. We only had twenty-nine cluster periods to use and, therefore, we could not compensate any teacher for attendance at more than one workshop period. Those teachers who taught in two major curriculum areas had to use one of their five preparation periods for attendance at the second workshop.
3. Staff limitations prevented us from scheduling workshops for individualized reading teachers.

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[16]Appendix "E"

As planned, the new schedule was distributed to the staff on Friday afternoon, December 22, 1972. The schedule was given out at this time in order that teachers might study it over the Christmas vacation.

On Monday morning, January 2, 1973, all classes were contained for the first three periods. During this time, each teacher posted the schedule for his class on the chalkboard. The pupils' copied and discussed the new schedule. In the afternoon, the classes began to change and follow the schedule as written.

PROGRAM FORMAT

The C. S. 34 Staff Development Program was primarily concerned with developing staff expertise in the areas of reading, mathematics, language arts, social studies, and science. Initially each staff member responsible for instruction in a given curriculum area, attended one forty-five minute workshop per week in that curriculum area. This attendance pattern was followed from the first week in October, 1972, when the workshops began, until March 1, 1973 when as the results of a union greviance, the attendance pattern was changed.[17] The new pattern of workshop attendance provided for staff attendance at their respective area workshops bi-weekly.

Our initial workshop sessions in each curriculum area were concerned with helping the teachers to develop those requisite skills necessary to diagnosing pupil needs, selecting the appropriate materails and approaches which might help to meet these needs, and to evaluate their effectiveness.[18] The experiences of the staff were practical and related directly to what they were doing in their classrooms.

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[17] Appendix "F"

[18] Appendix "G"

At the end of each workshop session, the participants exchanged original tasks related to the days session. During the period between workshops, they were to perform the selected tasks and discuss their outcomes with the persons who prescribed the task.

As we passed the initial phases of the workshops, the supervisors became less actively involved and served more as participant observers. The staff members assumed leadership roles demonstrating special techniques, sharing materials, presenting special problems, inviting and scheduling resource persons, etc. A data bank for materials, lesson plans, etc., was established. Each participating staff member was encouraged to assume a leadership role in his area of competency during at least one of the workshop sessions.

Assignment of Trainers/Consultants

Since the Staff Development Workshop content evolved from the felt needs of the staff and as a result of their ongoing evaluation of applications which emerged from the workshops, the assignment of trainer/consultants followed no set pattern. These resource persons were assigned on the basis of need in terms of the topic, skill, etc., being delt with and their special areas of interest-competency.

The Monitoring System

Staff check-lists were used as a means of monitoring each workshop session. At the end of the session, the staff members completed the check-list indicating his perception of the days session in terms of his particular needs and interests. Other check-lists were used by area supervisors as guides in helping workshop leaders to prepare their presentations, demonstrations, etc., in terms of the special workshop group.[19]

Classroom visits by supervisors as well as peer inter-visitations were used as tools to assist the participants to tailor their classroom performances in terms of specific goals and to assess these performances. In this respect, peer visits related primarily to process and pupil/teacher interaction while the supervisory visits related to the total learning environment within the classroom.

Supervisory conferences with staff members were primarily informal and held as the need indicated. As an adjunct to the supervisors evaluation of teacher performance, peer assessments were encouraged. At the beginning of each workshop session, the area supervisor related to the group one or more practices he had observed during his classroom visits. The group was then encouraged to react to the practice reported.

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[19] Appendix "H"

From these experiences the staff participants were able to cooperatively identify those kinds of specific competencies needed to carry out specific plans; having shared in the input, they developed feelings of ownership for the conclusions reached.

Teacher lesson plans submitted weekly reflected an ongoing application of the principles and skills developed in the workshops.[20] As indicated earlier, at the end of these workshop sessions, each staff member chose a task that he would work on between sessions. Evidence of this task development appeared in the teacher's plans.

Coordinating Activities

A representative from each of the workshop groups was a member of the Staff Development Committee. In our bi-weekly sharing/planning sessions, these representatives gave the group a summary of their groups activities. A digest of these summaries were presented to the total staff through the minutes of the Staff Development Committee. Specific suggestions for subject integration were shared through the monthly "Systems Approach to Instruction" which was filled out by each teacher and shared with the teachers in his block.[21]

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[20] Appendix "I"

[21] Appendix "J"

TRAINING FORMAT

Supervisors/Consultants Sessions

The area supervisors served as coordinators/trainers for the workshops in their respective areas. As a group, we cooperatively planned and developed content for the first four workshops since these were all directed toward schoolwide needs. After the first six sessions, responsibility was gradually shifted to participating staff members.

The consultants and district staff members were only involved in the workshop program as the need arose for assistance and direction in areas of their special expertise e. g., a reading consultant for the "controlled reader", or a mathematics consultant for the "computer-math" program.

Staff participation in planning was continuous from the inception of the program. In addition to their active participation in the respective workshops, representative staff members served on the Staff Development Committee, the group which determined the direction of the workshops.

Very few interclass visits were scheduled by the supervisory staff. Supervisors did, however, note in the "Take a Look" section of the Weekly Staff Bulletin, commendable practices in various classrooms and encouraged staff members to visit these rooms.

For those teachers in need of special help in classroom management, visits were scheduled.

Informal supervisory observations were held regularly. These observations were usually delimited to one or two specific areas in which the observed teacher had expressed some concern. Informal observations were of short duration (10-20 minutes) and were usually not documented. Following the observation, the observed staff member received a short hand written note from his observer commending him for the positives in the lesson and offering specific suggestions for improvement, if the need was indicated.

Staff/supervisory conferences were usually informal although goal oriented. At the end of each conference, the supervisor and supervisee usually agreed on common goals the supervissee should work to achieve. These goals may have referred to personal needs, pupil/teacher relationships, classroom management, etc. Each new conference was initiated with a review of the previous goal, the established need, and a discussion of the degree to which the supervisee had moved toward the achievement of his goal(s). Some of the goals were generated by all the members of a curriculum area. The workshop participants cooperatively evaluated their individual and collective movements toward the achievement of these goals.

Intervisitations for the purpose of observing classroom practices were considered vital to our staff development program. These visits were planned by individual staff members as well as supervisors and usually related to activities going on in the workshops. Teachers seeking to learn a particular skill or approach as well as those who had evidenced success in the concerned areas, were encouraged to demonstrate their levels of proficiency. The demonstrations by skilled teachers served to verify the workability of approaches discussed in the workshops. For the learner who demonstrated, the activity served as a test of the applicability of those skills and approaches developed in the workshops.

Considerable attention was given to peer evaluation of the positives as well as negatives in these demonstrations. Since the demonstrations were primarily staff motivated, and informal, they were positively received and considered non-threatening.

EVALUATION

The C.S. 34 Staff Development Program which is the subject of this practicum, was developed around Daniel Stufflebeam's CIPP model of evaluation.[22] Following the CIPP model through each of its phases, the writer, with the assistance of his staff, was able to develop and implement an educational program designed to meet a specific identified need in his school. The conception, development and implementation of the program covered the first three phases (Context, Input, Process) of the CIPP evaluation model. Having completed these phases as described in the body of this paper, an assessment of the program outcomes, will satisfy the "Product" phase of this model.

The fact that more than eighty-five percent of the pupils attending C.S. 34X were achieving below the level of minimum competence in reading and mathematics for the 1971-72 school year was a matter of great concern for the writer. Since the pupils attending his school were not a select group and were representative of pupils from any average urban poverty area, he theorized that the problem of low pupil achievement rested with the school and not its client population.

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[22] Daniel Stufflebeam, et. a., Educational Evaluation and Decision Making, PDK National Study Committee on Evaluation, F. E. Peacock, Itasca, Illinois, 1971, P. 228-235.

When the staff assessment committee considered the problem, they too agreed that the school was failing and not the pupils. An outcome of this expressed concern was a recognition that the staff needed to develop certain expertise and attitudes if they were to effectively meet the needs of our pupils and thus, have an impact on their level of achievement.

Some of the specific staff needs which the Staff Development workshop attempted to meet and the resultant outcomes are the subject of this evaluation.

Provisions for Participatory Learning

Throughout our school, stress is being placed on the development of critical thinking. On visits to classrooms, the writer has noted that teachers are primarily using questioning techniques which ask pupils to discover connections, explain phenomena, and apply previously learned knowledge.

Other indications of increased teacher provisions for increased participatory learning on the parts of pupils is to be found in the classroom management process.

Our classes are heterogenously organized and grouping for instruction is necessary. The teacher, during a given period, works with one group while two other groups work independently on assignments suited to their ability levels. There is considerable sharing between these groups.

Use of Materials and Resources

Our teachers are making greater use of the materials and resources available to them. Listening stations have been placed in all reading and mathematics rooms. These stations are used throughout the school day for independent group activities.

All classroom and cluster teachers are making use of the A.V.I. resources available to them. An average of three films/filmstrips were borrowed from the resource center each day during the 72-73 school year. This usage represents a two hundred percent increase over the number offilms/ filmstrips borrowed during the 1971-72 school year.

Provisions for Diverse Learning Styles

In all but four of our classes, we are realizing success in adapting our instructional program to the learning styles of our pupils. Our efforts in this area have been enhanced by the presence of an auxiliary teacher in eighteen of our twenty-seven classes. These auxiliary teachers assist the assigned teacher in implementing a number of instructional activities designed to meet the special needs and learning styles of our pupils.

Use of Preparation Periods

The workshop format provided a variety of activities for the teachers to engage in during their preparation periods. Since these activities were out-growths of their cooperative efforts, they did not resist engaging in them. Intervisitations, sharing, cooperative planning, supervisor/teacher conferences and parent-teacher conferences were some of the activities which the staff engaged in. To date, the staff has generally continued to make constructive use of their preparation periods.

Staff Self-Actualization

Our Staff Development Program could not provide for complete self-actualization, however, the interaction of staff members during our training sessions did provide us with some insight into their wishes. In support of these wishes we did the following:

1. Except for assigning preparation and lunch periods, the teachers were free to plan their programs, choose their materials, and select the teacher with whom they would be paired.
2. A school-wide activities program has been implemented. This program allows each teacher the freedom to organize and conduct the extra-curricular activity of his choice during the school day.
3. We will continue a modified form of our Staff Development Program.

Supervisory Support

Prior to implementing the Staff Development Program, the staff rated Supervisory-Staff relations as strained. A survey of the staff on this point at the end of the workshop earned a rating of "excellent". The supervisory measures now being used are viewed as non-threatening and constructive by the staff.

Teacher Expectation

The writer did not use any objective means to determine the extend to which teacher expectations influenced the achievement levels of their pupils. A review of the literature however, does indicate that teacher attitudes do make a difference in teaching and they do have an impact on pupil achievement. In our school, the large number of pupils referred to supervisors for disciplinary reasons and the level of assignments in the classrooms indicated a need for improved teacher attitudes and expectations. As a result of our Staff Development Program, we have witnessed positive changes in the behavior of some of our teachers. We interpret these behaviors as indications of improved teacher expectations and attitudinal changes. Some of the desired behaviors noted are now listed:

1. Prior to implementing the Staff Development Program, teachers constantly referred pupils to the office for disciplinary reasons. For the current school year, only five pupils have been referred.
2. Teachers are now grouping and adapting their instruction to the ability levels of their pupils. Prior to the Staff Development Program, most of the teachers were not grouping and generally directed their "whole class" lessons to the ability levels of the low achievers.
3. Meaningful homework assignments are given in all classes daily. It was difficult to have all teachers assign daily homework prior to the Staff Development Program.
4. Many teachers are observed conferring with individual and groups of pupils during their preparation periods.
5. Teacher use of a variety of instructional materials as aids to promoting pupil involvement is in evidence.

Staff - Other Perception Scale

Information concerning teacher understanding of the importance of course content and their abilities to transmit/elicit information to and from students, to select and devise appropriate learning activities, was obtained at the inception and near the end of the Staff Development Program.

From this questionnaire, two sets of information were obtained; one from the staff and one from supervisors and consultants. In both cases, the responses were remarkably similar as presented in Table 1[23] and Table 2.[24] The greatest difference in opinion between the ratings for supervisors/consultants (Table 2) and Staff's Self Perceptions (Table 1) at the inception of the program, was the tendency of the staff to rate themselves higher than the supervisors and consultants. Staff knowledge of course content was the single item of the nine (9) item scale in which fifty percent of the staff rated themselves at the highest point on the scale. Most staff members tended to rate themselves in the direction of high to highest on the remaining eight items. At the end of the practicum, seventy-five percent of the teachers were placed in the first and second categories by the staff as well as by the supervisors and consultants.

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[23]Table 1 - see P. 53

[24]Table 2 - see P. 54

Table I

SELF PERCEPTION SCALE

CATEGORIES	RATINGS 1(High)	2	3	4
. Understand major curriculum area content, principles, their development, application.	52%	44%	3%	1%
. Effectively transmits curriculum content to pupils as evidenced by their mastery.	35%	54%	10%	
. Selects and devises appropriate activities for effective learning.	31%	60%	7%	1%
. Recognizes and utlilizes appropriate learning resources of the school and community.	27%	59%	11%	2%
. Presents a lucid explanation of course concepts and principles.	34%	53%	10%	2%
. Gathers and interprets data and information in a manner that pupils find interesting and meaningful.	36%	54%	10%	
. Relates concepts and principles to pupil experiences.	36%	52%	9%	2%
. Evaluates pupil learning and diagnose their learning difficulty.	42%	53%	4%	
. Provides appropriate cognitive encounter for student(s) to insure academic mastery.	35%	58%	7%	

Table 2

TABLE OF RATINGS BETWEEN SUPERVISORS/CONSULTANTS

CATEGORIES	(1)High	2	3	4
1. Understand major curriculum area content, principles, their development, application,	25%	53%	19%	3%
2. Effectively transmits curriculum content to pupils as evidenced by their mastery.	24%	46%	26%	4%
3. Selects and devises appropriate activities for effective learning.	22%	50%	26%	2%
4. Recognizes and utilizes appropriate learning resources of the school and community.	20%	42%	32%	6%
5. Presents a lucid explanation of course concepts and principles.	16%	51%	26%	7%
6. Gathers and interprets data and information in a manner that pupils find interesting and meaningful.	20%	53%	20%	6%
7. Relates concepts and principles to pupil experiences.	20%	41%	30%	9%
8. Evaluates pupil learning and diagnose their learning difficulty.	23%	44%	25%	8%
9. Provides appropriate cognitive encounter for student(s) to insure academic mastery.	19%	29%	42%	10%

CONCLUSION

By promoting positive changes in the behaviors of C.S.34X staff members, this practicum has achieved its primary objective. Through these changed behaviors, our teachers are demonstrating an understanding of and administering to, the learning behaviors of our pupils. The impact of these changes are noticeable throughout our school program.

Analysis of Metropolitan Achievement Test Results

The Metropolitan Achievement Test was used as the standardized tool by which pupil progress was measured. The test measured pupil mastery of basic skills in Reading and Mathematics. The results of pupil performance on the M.A.T. is presented in Table 3,[25] "A Comparative Analysis of M.A.T. Results in Reading and Mathematics, 1970 - 73".

These results indicate that the pupils tested in April and May of 1973 performed better in both reading and math than similar pupils in the same grades at C.S.34X during the years 1970-72. In reading, the pupils achieved from five months to four years and one month above the achievements of their predecessors in the same school. In math, these same pupils achieved from five months to one year and three months, above their predecessors. Since a concerted effort was made during the Staff Development Program to improve the abilities of the staff to achieve positive educational results and these results did indeed occur during this period, one cannot deny the influence of teacher performance on pupil achievement.

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A COMPARATIVE ANALYSIS OF M.A.T. RESULTS IN READING AND MATHEMATICS 1970-73

REA ESTED	AVERAGE GRADE ACHIEVEMENT 5TH GRADE 70/71	71/72	72/73	6TH GRADE 70/71	71/72	72/73	EQUATED GRADE DIFFERENCE 5TH GRADE 70/71	71/72	72/73	6TH GRADE 70/71	71/72	72/73	YEARLY CHANGE... 5TH GRADE 70/71	71/72	72/73	6TH GRADE 70/71	71/72	72/73
ADING																		
WD.KNOW	4.9	3.4	7.5	7.4	6.7	9.2	-.8	-2.3	+1.7	+7	0	+2.4			+4.1		-.7	+2.5
RDG.	3.7	3.6	4.5	4.7	5.2	5.5	-2.0	-2.1	-1.3	-2.0	-1.7	-1.3			+ .9		+.3	+ .5
TOTAL	4.1	3.5	5.8	5.5	5.8	6.7	-1.6	-2.2	0	-1.2	-.9	-.1	+.1	0	+2.3	+.7	+.3	+ .9
TH																		
MPU-TATION	4.2	3.9	3.4	5.4	4.6	5.9	-1.2	-1.6	-2.5	-1.0	-1.9	-1.0		-3	-.5		-.8	+1.3
NCEPTS	3.5	3.6	3.1	4.8	4.3	5.2	-1.9	-1.9	-2.8	-1.6	-2.2	-1.7		+.1	-.5		-.5	+ .9
OB.SOL.	3.7	3.7	3.2	4.5	4.2	5.1	-1.7	-1.8	-2.7	-1.9	-2.3	-1.8		0	-.5		-.3	+ .9
TOTAL	3.9	3.7	3.2	4.9	4.4	5.4	-1.5	-1.8	-2.7	-1.5	-2.1	-1.5		-.2	-.5		-.5	+1.0

TABLE 3

As indicated in Table 3, pupil achievement on the word knowledge section of the reading test was far greater than their achievement in comprehension. Recognizing this disparity in reading achievement, the staff was divided into four groups and conferences, devoted to a discussion of the questions, ensued. Questions such as the following:

1. The 1973 M.A.T. scores in reading reflect disproportionate levels of achievement for our pupils in word knowledge and comprehension. Our school average was approximately two years above grade in word knowledge while the average was approximately one year below grade level in comprehension.

   1.1 How do we account for this disparity in reading results?

   1.2 What steps can we take to insure greater upward congruence in our 1974 results?

In summary, the groups generally agreed on the following in response to question 1.1:

We had much to substantiate our vocabulary scores...
1. Words of the Week
2. Guided Vocabulary Lists
3. Practice in test taking
4. Integration of vocabulary in all curriculum areas
5. Teachers by and large tend to teach for recall and neglect other comprehension skills.
6. Word knowledge is easier to test than comprehension.

The responses of the staff to question 1.2 - what can we do, are noted as the groups presented them:

GROUP A

1. include more comprehension questions in all subject areas involving inference, critical thinking, etc.
2. place more emphasis on test taking techniques.
3. Practice:
   - drawing inferences
   - titles
   - contectual clues
   - main ideas
4. stress motivation in reading materials used.

GROUP B

Increase emphasis on critical thinking (why, how, etc.)
Good source for critical thinking. We could reproduce 1 fable per week school-wide with questions.

1. Aesop's fables
2. Teacher invented stories with thinking questions as focus.
3. Use of poetry, cartoons, etc.
4. specify aims by children's questions;
5. build up a bank for critical thinking such as data bank; teacher-resource materials.
6. Teachers' questions geared to critical thinking at times (how, why) rather than finding facts (what, who, etc.) or specific information all of the time.
7. Dramatization - oral questions lead to understanding affective needs.
8. Creative writing - "What would it feel like _____?" "Why do you think _____?"
9. Have children write questions (how, why, etc.) for their own mimeographed stories; i.e. Why do you suppose_____? How can you tell that_____?
10. Use of fables, etc., at least once a week.
11. Establish a committee of teachers (see #5) to gear questions of critical thinking to stories of different levels.
12. Coordinate listening skills i.e. records, tapes, filmstrips; stories that can be read to children. Children need listening skills development to significantly improve ability to engage in analytical, critical thinking.

GROUP C

1. Develop better questioning techniques by all teachers.
2. Stress critical thinking more.
3. Test children (Teachers tests and Systems) with the same format as the M.A.T.
4. Provide school-wide sample comprehension questions in all curriculum areas. These questions should cooperatively be developed by teachers and supervisors.

GROUP D

1. Every teacher should introduce paragraphs with reading skills incorporated in them. This should be done in every subject area.
2. Lessons should be approached and geared to the children's getting facts, drawing conclusions, and making inferences for themselves.
3. Just as we have "Words of the Week", maybe we should have "Paragraphs of the Week". These paragraphs should cover varied topics, with questions geared to developing comprehension. (Inference, main idea, getting facts, predicting outcomes, conclusion information, etc.).

Analysis of Pupil Attendance

The monthly average percent pupil attendance is presented in Table IV.[26] As indicated in Table 4 , the percent of total pupil attendance prior to February, when this practicum began, had never gone above 85%. The total average pupil attendance for the period, September-January, was 83.4%. However, the total average pupil attendance for the period of the Staff Development Program (February-June) was 90.2%, an increase of 6.8%.

[26] Table 4 - See P. 60

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TABLE 4

FORM S.D. 1031

% of attendance 1972-73

DAY SCHOOLS • CLASS REPORT ON REGISTER AND ATTENDANCE

SCHOOL C.S. 34x TEACHER PERIOD ENDING 19

HOURS OF INSTRUCTION BEGINNING ENDING CLASS ROOM NO.

DAY	DATE	2 REGISTER LAST REPORT	3 ADMISSIONS A WITHOUT INSTRUCTION (See Over)	3 ADMISSIONS B WITH INSTRUCTION (See Over)	3 ADMISSIONS C FROM OTHER CLASSES	4 DISCHARGES A WITHOUT INSTRUCTION (See Over)	4 DISCHARGES B WITH INSTRUCTION (See Over)	4 DISCHARGES C TO OTHER CLASSES	5 PRESENT REGISTER	6 ATTENDANCE	7 NUMBER LATE	8 PROMOTIONS DURING PERIOD
M		Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	
T	116	90	85	85	85	89	92	92	90	87	89	
W	114	88	88	85	84	86	91	92	92	91	93	
Th	207	85	80	75	65	75	78	81	78	81	94	
F	209	81	89	86	76	79	80	81	84	77	80	
SUB-TOTAL	208	84	90	88	78	86	86	85	84	86	94	
M	112	88	91	85	82	93	90	87	86	87	89	
T	211	90	87	84	75	83	87	86	89	85	81	
W	115	83	84	86	86	81	82	85	80	80	85	
Th	213	88	93	85	79	77	86	81	78	80	85	
F	212	94	81	79	75	80	77	82	87	83	94	
SUB-TOTAL	210	89	89	86	79	86	90	87	83	86	89	
M	202	85	86	82	90	90	88	86	92	92	96	
T												
W												
Th												
F	104	78	84	79	72	74						
SUB-TOTAL	314	94	87	80	80	84	89	86	82	85	80	
M	101	76	82	85	81	84	88	83	85	82	87	
T	316	83	82	77	78	77	83	82	72	86	79	
W	206	83	80	90	82	86	85	85	86	86	85	
Th	105	94	87	88	87	85	87	88	87	87	87	
F	108	75	75	77	76	80	75	75	77	79	85	
SUB-TOTAL	312	80	81	82	77	78	88	87	85	85	92	
M	311	87	91	88	76	85	88	83	81	83	84	
T	102	89	90	89	91	89	94	93	91	91	91	
W	214	84	82	73	82	87	85	87	86	86	90	
Th	215	87	89	90	82	86	86	85	83	83	80	
F	216	74	76	84	75	80	83	84	82	82	78	
SUB-TOTAL	201	83	91	90	89	97	87	90	97	89	88	
M												
T												
W												
Th												
F												
SUB-TOTAL												
TOTALS		85%	85%	84%	80%	83%	86%	85%	85%	85%	90%	

(SIGNED) TEACHER

NUMBER OF SCHOOL DAYS THIS PERIOD | AVERAGE REGISTER | AVERAGE ATTENDANCE | PERCENT OF ATTENDANCE

EXAMINED AND

Since the Staff Development Program focused on helping staff members refine their abilities to recognize and satisfy the needs of their pupils, it is reasonable to assume that school, through the improved efforts of these teachers, became a more appealing place for the pupils. As a result of their increased satisfaction with school, the pupils were motivated to come to school more regularly.

The percent average pupil attendance during the period of this practicum was higher than it has ever been for a similar period, during the four year history of C.S. 34 as a school organization.

FURTHER APPLICATION

As individuals, we all differ in manner, personality and approach. Because of those inherent individual differences, our approaches and reactions in any situation will conceivably be different. Because of these differences, one cannot say that the exact Staff Development Program implemented at C.S. 34 can be duplicated in any other school and realize the same results. The writer has however, shared his experiences in this practicum with other principals in Community School District 12. As a result of this sharing, three principals in the district have implemented similar staff development programs in their schools this year.

We are at the point in time when we recognize the need to develop for our staff a district wide program of in-service staff development. Such a plan must address itself to the needs of all our instructional personnel; paraprofessionals, teachers, guidance counselors, supervisors, auxilliary personnel, etc. In order to accomplish this we must do the following:

1. Assess the needs of all our staff members as percieved by the staff members.
   (a) needs based upon extrinsic motivation, eg licensing requirements, salary credit, etc.
   (b) needs based upon intrinsic motivation e.g., professional growth, self improvement, professional and non professional interest.
2. Determine what resources are available to meet the needs we have identified. These resources include those sponsored by the Office of Personnel of the Central Board, the Community School District, and those resources available through some cooperative venture between a local college and the local education agency.
3. Devise a plan for the utilization of the existing resources and a plan for supplementing these resources.
4. Identification of members of our school staffs and district staff who possess the skills and knowledge we seek and the ability to successfully share experiences, skills and knowledge with other staff members.

A first step in planning is item #1 above. To this end each school in the district should put together a "Staff Development Team". This group, chosen by

the staff would then begin to identify the needs of the school in the area of staff development. Further, this group should address itself to the following additional questions:

1. What is the role of each interested party -- teacher, paraprofessional, student, parent, school administration, district administration, community central office, teacher training institutions, unions, education-concerned organizations?
2. What are the strengths and weaknesses of the present in-service programs in terms of what we seek in in-service training?
   - A. Leadership
   - B. Coordination
   - C. Direction
   - D. Supervision
   - E. Instruction
   - F. Content
   - G. Format

An important factor is that the organization of the "Staff Development Team" be done by the staff itself. Membership on this team should come as a result of the staff's identification and designation of those persons who the staff feels can best represent the views of the staff. The "team" should have representation from all the groups of the educational family; teacher, paraprofessional, supervisor, etc. What we wish to do, is not only devise a plan for in-service-training but to devise a plan in which the staff can feel it has "ownership".

COMMUNITY SCHOOL DISTRICT 12
708 East Tremont Avenue, Bronx, N.Y. 10457

FELTON E. LEWIS
Community Superintendent

September, 1972

To: Heads of All Schools

Ladies and Gentlemen:

1. Welcome to All District 12 Personnel

Please afford the widest possible distribution of the enclosed message from the Community School Board and from the Community Superintendent.

2. District Goals - 1972-1973

ok 2.1 To develop diagnostic, prescriptive, evaluative programs for each school in reading, mathematics and science which emphasizes the scientific approach to the solution of problems in curriculum and instruction.

2.1.1 To provide for the indicated weaknesses of the students by capitalizing upon the strengths of other students and/or individualized instructional packages.

2.1.2 To provide on-going training programs for the staff necessary to revitalize methods of instruction which develop skills in the integration of the various disciplines.

2.2 To reactivate and to make even more effective a School Advisory Council (S.A.C.) whose membership is organized with a minimum of 50% of parents who are non-employed New York City Board of Education personnel while teachers, supervisors, coordinators and paraprofessionals constitute the other 50%. The S.A.C. is designed to meet at least monthly in order to have an input into the develop-

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2.3 To develop activities which are designed to enhance the self-image of the ethnic majorities of our district and to focus on their contributions to the USA and to the world.

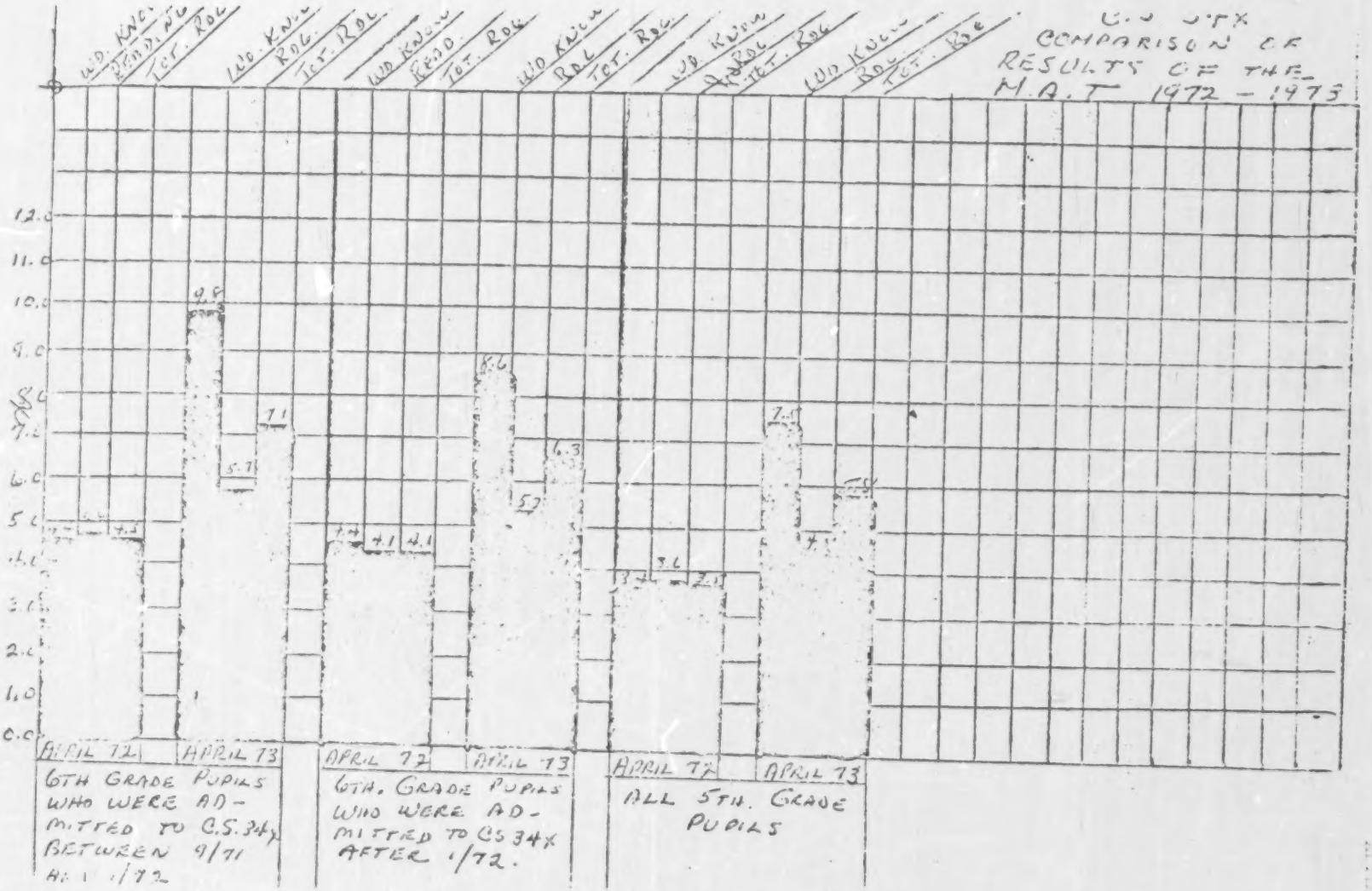
2.3.1 To involve the community at large with heritage programs which will heighten an awareness of self.

2.3.2 To create the environment which will provide for their affective needs.

2.4 To implement as written all reimbursable programs whose objectives are specifically geared to raise the academic achievements of the most clearly-defined, economically and educationally deprived students. Additional materials and personnel (paraprofessionals, psychologists, social workers, guidance counselors) have been provided, which are necessary to help the pupils to acquire basic skills.

2.4.1 These activities will supplement the normal classroom instruction and will be judged by statistical data in the profile chart for each child.

2.5 To continue to show and to verify through the use of "hard data" acquired from standardized tests the academic growth of the pupil.



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Analysis of C. S. 34 Reading Results
April 1972 - April 1973

In an attempt to evaluate the effectiveness of the reading program at C.S. 34X, an analysis of the results of the Metropolitan Achievement Tests was prepared. To arrive at a more meaningful and more valid interpretation of these results, the pupil population was divided into three groups: Group I consisted of all 6th year pupils who were admitted to C.S.34 between September 1971 and January 1972; Group II included those 6th year pupils who were admitted subsequent to January 1972, and Group III included all 5th grade pupils. In this analysis, the pupil population will be referred to as Groups I, II, & III.

In Word Knowledge Group I achieved an average gain of 5.4 years, Group II, 4.2 years and Group III, 4.1 years. This thrust in Word Knowledge was due to intensified and coordinated efforts in Vocabulary Development and the Language Arts. Specifically, all children were taught a minimum of ten words each week beginning in September. The remarkable results in Word Knowledge can also be attributed to the creative talents of the teacher. Each class conducted plays, dramatizations, and quizzes to focus on vocabulary development. Teachers and children constructed crossword puzzles and cryptograms utilizing the words of the week. In addition to these activities, the homeroom period was largely devoted to drill in the Language Arts.

Although the results in comprehension indicated a satisfactory gain it was not commensurate with Word Knowledge. The average gain for each of the three groups was 1.1 years. We can attribute this to several factors: (1) the tendency of many teachers to focus and concentrate on factual information rather than providing thought provoking and discovery situations; (2) most homework assignments (research) are factually oriented; and (3) little integration of subject areas.

An interesting observation can be noted by comparing the 1973 scores of Group III to the 1972 scores of Group I. Both were 5th year scores yet Group III achieved an average of better than one year. This might be attributed to the establishment of better work and study habits at C.S. 34.

It is recommended that the present program of Vocabulary Development be continued and extensive integration of subject areas be initiated.

CHARLES L. DUNN
PRINCIPAL

C. S. 34X

SPECIAL O. T. P. S. REQUEST FORM

TEACHER: _____ AREA: _____

ITEM NUMBER	DESCRIPTION	COST PER ITEM	AMOUNT NEEDED	TOTAL
			TOTALS: _____	$ _____

RATIONALE FOR PURCHASE:

_____

_____

_____

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COMMUNITY SCHOOL #34 — TEACHER'S PROGRAM — JANUARY 1973 — I

TEACHER	GRADE	ROOM	MONDAY 1	2	3	4	5	6	7	TUESDAY 1	2	3	4	5	6	7	WEDNESDAY 1	2	3	4	5	6	7	THURSDAY 1	2	3	4	5	6	7	FRIDAY 1	2	3	4	5	6	7
ROSS MA/LA	5	101	MA 101	LA 102	L	MA 102	LA 101	P	MA 104	MA 101	P	L	LA 102	LA 101	MA 104	MA 102	MA 101	MA 104	L	LA 101	MA 102	LA 102	P	MA 101	LA 101	L	MA 102	MA 104	P	CF MA	P	LA 101	L	MA 102	MA 104	MA 103	LA 102
UNDER-SON/IR I/SS	5	102	SS 102	SS 101	L	IR 101	SC 104	P	CF S.S	SC 102	IR 102	L	SS 101	SCI 104	P	IR 101	SS 102	SCI 101	L	SS 104	SCI 104	IR 101	P	SCI 102	IR 102	L	SS 101	SCI 101	P	SS 104	SS 102	IR 102	L	SCI 101	SCI 103	P	SS 104
IFF-D /LA /IR	5	104	RD 104	LA 104	L	IR 104	RD 102	P	RD 101	RD 104	LA 104	L	IR 104	RD 102	RD 101	CF RD	RD 104	LA 102	L	RD 102	RD 101	P	LA 104	RD 104	P	L	LA 104	RD 102	RD 101	LA 102	RD 104	LA 104	L	IR 104	RD 101	P	P
RO-CZ /LA	5	105	SS 106	LA 106	LA 105	LA 108	L	P	CF S.S	LA 105	LA 106	LA 108	SS 108	L	P	SS 105	LA 105	LA 108	P	SS 105	L	SS 106	SS 108	LA 105	SS 108	SS 105	P	L	LA 106	LA 108	LA 105	P	LA 106	SS 106	L	LA 104	CF
CET-EB /SCI	5	106	MA 102	SC 103	MA 108	P	L	P	MA 106	MA 106	SC 105	MA 105	P	L	MA 108	SC 106	MA 106	MA 105	MA 108	P	L	SC 105	CF sci	MA 106	SC 106	MA 108	P	L	SC 108	P	MA 106	SC 106	MA 105	P	L	SC 105	SC 105
LE-N R /IR	5	108	RD 108	IR 105	RD LA	RD 105	L	P	IR 108	RD 108	IR 108	RD 106	RD 105	L	IR 106	CF Rd	RD 108	IR 106	RD 106	P	L	P	RD 105	RD 108	IR 105	RD 106	P	L	RD 105	IR 105	RD 108	RD 105	IR 105	P	L	IR 106	RD 106
L MAN S /LA	6	207	MA 207	P	L	LA 208	SC 209	SC 210	SC 207	LA 207	LA 208	L	SC 209	P	LA 210	SC 208	LA 207	SC 207	L	LA 209	P	SC 207	CF sci	LA 210	LA 207	L	LA 208	SC 208	P	SC 210	LA 208	SC 208	L	SC 210	LA 207	SC 209	P
SA-LO S IR	6	208	SS 208	P	L	SS 207	SS 210	IR 209	CF S.S	IR 208	IR 207	L	SS 210	P	SS 209	SS 207	SS 208	P	L	SS 210	P	IR 207	IR 210	P	IR 208	L	SS 209	IR 210	IR 209	IR 207	SS 207	P	L	L	SS 209	P	IR 207	IR 208
SO-M MA LA	6	209	MA 209	P	L	MA 210	MA 207	MA 208	LA 209	MA 209	MA 210	L	MA 207	P	MA 208	LA 209	MA 209	MA 210	L	MA 207	P	MA 208	LA 208	MA 209	MA 210	L	MA 207	P	MA 208	CF MA	MA 209	MA 210	L	MA 207	P	MA 205	LA 209
LINE RD LA	6	210	RD 210	P	L	RD 209	RD 208	RD 207	LA 210	RD 210	RD 209	L	RD 208	P	RD 207	CF Rd	RD 210	RD 209	L	RD 208	LA 210	P	RD 209	RD 207	RD 209	L	RD 210	RD 207	P	RD 208	RD 210	RD 207	L	RD 208	LA 210	P	LA 210

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BOARD OF EDUCATION THE CITY OF NEW YORK

Office of Community School District 12

FELTON E. LEWIS, Community Superintendent

708 EAST TREMONT AVENUE, BRONX, NEW YORK 10457 TELEPHONE 299-6000

REC'D MAR 10 1973 AM 10:13
SS 34 BX
1030 AMETHYST ST.

February 26, 1973

TO: Mr. Michael Gottlieb
C.S. 34
1831 Victor Street
Bronx, New York 10462

SUBJECT: Decision on a Step 2 Conference held on February 20, 1973 in the Office of the Community Superintendent

PRESENT: Mr. Michael Gottlieb, Appellant and
UFT Chapter Chairman, C.S. 34, Bronx
Mr. Charles Dunn, Principal, C.S. 34, Bronx
Mrs. Carole Silverstein, UFT District 12 Representative
Mr. Oliver Gibson, Special Assistant, District 12
Mr. Leo Summergrad, Deputy Community Superintendent
Dr. Felton E. Lewis, Community Superintendent

Origin and Basis for the Appeal:

In a letter dated February 7, 1973 Messrs. Louis Sabatello and Michael Gottlieb requested the conference. They state, "Some teachers are required to attend two teacher training sessions per week and to do so must give up one of their preparation periods. This is a clear violation of Article IV 3b which reads as follows: 'Preparation periods shall be used for unassigned professional work.' The teachers involved in this matter are all teaching for two or more years."

Relevant Facts:

1. The Principal provided 5 unassigned preparation periods for each teacher on staff.

2. The Principal established a staff development program and assigned periods for attendance to each teacher.

3. One special training period, in addition to the 5 unassigned periods, was provided for each teacher in order to allow their participation in this program.

4. Teachers teaching in two curriculum areas, e.g. language arts and reading, are scheduled to attend training sessions in each area. To do so it is necessary for the teacher to forego one of the five contractual preparation periods to which he is entitled.

5. The teachers involved in this matter are all teaching for two or more years.

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Findings:

The question here to be resolved is centered around the contractual definition of "unassigned" professional work. The contractual provision which provides for each teacher to receive five preparation periods to be used for unassigned professional work does not preclude the teachers' participation in a school sponsored staff development program during these periods if they so desire.

There is no issue raised or problem involved in the assignment and/or schedulisation of teachers who teach in one curriculum area since the principal provided an additional period to be used for training purposes. However, the core of the grievance has to do with the schedulisation of teachers who teach in two curriculum areas.

In this instance the principal has "assigned" teachers (in two curriculum areas) to staff development training sessions in such a way as to assure that every such teacher would have the oppertunity for training during a period that the teacher is free. It is reasonable to conclude that in this instance the "assignment" of teachers was a matter of scheduliaing. It is further reasonable to conclude that these teachers perceived the "assignment" as an administrative mandate and that failure to carry out the assignment would result in disciplinary or punitive action.

The principal should have removed the element of fear by categorically indicating the voluntary nature of this "assigned" period. No evidence is presented which indicates that the failure to attend the training session would result in punitive or disciplinary action. The defects here are:

1. The use of the word "assigned" rather than schedulised.

2. The failure of the principal to make clear to the teachers that attendance at these sessions is voluntary and that the "assignments" are made in order to facilitate access to the training session.

Since we find that attendance at the training session during one of the contractual prep periods is voluntary, there is no basis for complaint. The grievance is, therefore, denied.

Felton E. Lewis
Community Superintendent

FEL:cbj

cc: Mrs. Carole Silverstein, UFT District 12 Representative
Mr. Charles Dunn, Principal, C.S. 34, Bronx

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STAFF DEVELOPMENT

WORKSHOPS IN READING 1972-73

1. GROUPING (Organizing Class for Instruction)

1.1 Purpose of Grouping
1.2 Basis for Grouping
1.3 Characteristics of Effective Grouping
1.4 Types of Group Activities

2. MATERIALS (Becoming familiar with reading materials and their uses).

*2.1 Curriculum Bulletins
*2.2 Board of Education Publications
*(Covering scope, sequence, and methodology in reading).
2.3 Copies of basic instruction materials currently in use in school.
2.3.1 Discussion of appropriatiness with regard to skill and level.
2.4 Directives relative to the Reading Program
2.5 Considerations involved in using materials.
2.5.1 Appropriateness
2.5.2 Variety (types approaches).
2.5.3 Interesting, motivational, stimulating.
2.5.4 Commensurate with ability level.

3. PLANNING

3.1 Planning the Weekly Program (Skill lessons, individualized reading lessons, guided silent reading lessons).
3.2 Planning the Daily Program
3.2.1 Plans for Group Activity
3.2.2 Plans for whole class activity (development and reinforcement with regard to ability grouping).
3.2.3 Plans for individualization of instruction

3.3 Teacher Plans:
3.3.1 Aim
3.3.2 Motivation
3.3.3 Development
3.3.4 Material
3.3.5 Vocabulary
3.3.6 Questions
3.3.7 Follow-up and homework.

4. IMPLEMENTING THE INSTRUCTIONAL PROGRAM - PART I

4.1 The Guided Reading Lesson
4.1.1 Selecting the Material
4.1.2 Preparing the lesson
4.1.3 Introducing the Selection
4.1.4 Establishing the Purpose for Reading
4.1.5 Reading the Selection
4.1.6 Discussing the Selection

WORKSHOPS IN READING / CONTINUED

5. Implementing the Instructional Program - Part 2

5.1 The Individualized Reading Lesson
- 5.1.1 Philosophy of Program
- 5.1.2 Types of Materials
- 5.1.3 Experiences
  - 5.1.3.1 Self-selection
  - 5.1.3.2 Conferring
  - 5.1.3.3 Sharing
  - 5.1.3.4 Whole Class or Group Sessions for Skills
  - 5.1.3.5 Recording

6. Implementing the Instructional Program - Part 3

6.1 The Skill Lesson
- 6.1.1 Word-Attack Skills
- 6.1.2 Vocabulary Development
- 6.1.3 Comprehension
- 6.1.4 Work, Study Skills

WORKSHOPS IN MATHEMATICS 1972-73

WORKSHOP NO. 1: CLASSROOM MANAGEMENT

1. Physical Arrangement to facilitate instruction.
   - 1.1 Cluster grouping of furniture
     - 1.1.1 Teaching area
     - 1.1.2 Independent area
     - 1.1.3 Conrolled area (AVI)

2. Physical Appearance
   - 2.1 Display Areas
   - 2.2 Bulletin Boards
   - 2.3 Decorations

3. Materials.
   - 3.1 Textbooks and Workbooks
   - 3.2 Supplies (Ordering)
   - 3.3 Supplies (Storage)
   - 3.4 Teaching Aids (AVI)

4. Record Keeping:
   - 4.1 Rollbook
   - 4.2 Daily Attendance
   - 4.3 Recording Test Scores
   - 4.4 Cumulative Records

WORKSHOP NO. 2: Instruction in Mathematics

PART I

1. Preparation of and Administration of Mathematics Inventory Tests.
2. Grouping for Instruction.
3. Planning
4. Methodologies and techniques of presenting and teaching subject area.
5. Independent Activities.
6. Enrichment and Remediation.
7. Evaluation and follow-up.
8. Homework
9. Reporting to parents.

PART II

1. Role of Paraprofessional in the teaching process
2. Use of pupil helpers
3. Utilizing outside resources.
4. The Mathematics Laboratory

WORKSHOP NO. 3: Integration of Mathematics in Other Curriculum Areas

1. Reading and Language Arts
   - 1.1 Research of Mathematical literature to include biographies, problem structure, recording, etc.
   - 1.2 Listening skills
   - 1.3 Poetry
2. Science
   - 2.1 The inter-relation of Science/Math skills and concepts.
3. Social Studies
   - 3.1 Application of mathematical skills to the social studies, e. g. Latitude and Longitude, Graphs, Population (Census) exports and imports, etc.
4. Art and Music
   - 4.1 Geometry (2 and 3 dimension).
   - 4.2 Tempo
5. Physical Activities
   - 5.1 Sports (per cent, etc.)

STAFF DEVELOPMENT 1972-73 (continued)

WORKSHOPS IN MATHEMATICS (continued)

WORKSHOP NO. 4: Preparation of and use of AVI Materials in Mathematics Instruction

1. Models:
   - 1.1 Geometric
   - 1.2 Basic operations
   - 1.3 Fractional part

2. Overhead Projec
   - 2.1 Preparatic acetates

3. Films and Fimlmstrips

4. Tapes
   - 4.1 Professional
   - 4.2 Teacher made

5. Manipulative materials
   - 5.1 Commercially prepared
   - 5.2 Teacher and Pupil-made

The participants will construct various models.

WORKSHOP NO. 5: Guidance and Pupil Personnel Services

1. The teacher as a guidance person.

2. The Atypical child:
   - 2.1 the disruptive child
   - 2.2 the withdrawn child
   - 2.3 the acting-out child

3. Discipline and ladder of referral.

4. The Guidance Program:
   - 4.1 Role of Principal
   - 4.2 Role of Supervisors
   - 4.3 Role of Counselors

5. School-Community Relationships

6. Pupil-Personnel Services

- - - - - - - - ALL STAFF TO PARTICIPATE - - - - - - - - - - - - - - -

WORKSHOPS IN SCIENCE 1972-73

1. Workshop Goals:

2. Developing an appreciation for the need to know each child, his background, community and learning styles.

WORKSHOPS IN SCIENCE - CONTINUED

1. Workshop Goals (continued)

Specifically:

A. Learning proceeds through actions and direct experience.
B. Children learn best in an environmental climate that provides for personal active involvement.
C. Program of instruction should be rooted in the concrete and from their own familiar world.
D. Help is needed in articulating.
D1-Help is needed in finding out how to go about answering questions.

A thorough knowledge of the science curriculum as developed over the past two years.

Specifically:

A. Divide 5th and 6th grade teachers into separate groups.
B. Experienced teachers in each area assigned as workshop leaders.
C. Each workshop to cover 2 units

5th Grade Units	6th Grade Units
Workshop No. 2:	Workshop No. 2:
2.1 Methods of Science	2.1 Electricity
2.2 Magnetism and Static Electricity	2.2 Methods of Science
Workshop No. 3:	Workshop No. 3:
3.1 Air-Properties of:	3.1 Weather
3.2 Sound	3.2 Light
Workshop No. 4:	Workshop No. 4:
4.1 One celled animals	4.1 Body systems
4.2 animal and plant cells	4.2 Motion and Force
4.3 simple machines	
	Workshop No. 5:
Workshop No. 5:	5.1 Chemical change
5.1 chemical change	5.2 Geology
5.2 Earth and space	

Workshop No. 6:

1. Individualizing instruction - small group instruction.
   1.1 Methods of classroom organization to achieve this.
   1.2 Adapting P.R.I. methods to science curriculum.
   1.3 Correct use of diagnostic tests.

Workshop No. 7: The Science Supply Closet:
   1. Demonstration of apparatus available.
   2. Demonstration of Experience Kits
   3. Review of Available Materials.

Workshop No. 8:
   1. The unity of Mathematics and Science
   2. The integration of other areas into Science Curriculum

STAFF DEVELOPMENT

Workshops in Social Studies 1972-73

1. Workshop No. 1 - Review of Social Studies Goals

a. Allow teachers to choose and list which of the skills and concepts are to be emphasized this year.
b. Poolingof ideas for questions and map skills to be used on our Social Studies Inventory Test this September (Mrs. Cirulli always composes the test, however, this year the teachers will do it).

2. Workshop No. 2 - New Materials

a. introduce
b. demonstrate all new textbooks, filmstrips, records-;
c. familiarize which have arrived since the first week of June

3. Workshop No. 3: Individualization of Instructional Materials in Social Studies

a. Demonstration lessons to show what can be done with bright and slow groups.

4. Workshop No. 4 - Use of Multi-Media Equipment and Materials

a. use of tape recorder
b. use of filmstrip projector
c. use of overhead projector
d. how to create transparencies.
e. how to make slides

5. Workshop No. 5 -Sharing (by the teachers)

a. Pass around all the materials we have collected in our mini and maxi files for updating, etc.
b. Discuss approaches to teaching - specific skills or concepts (demonstration lessons).
c. Each teacher asked to submit two model lesson plans for others to use.
d. Set up schedule of intervisitation for all in Social Studies department.
e. Each teacher requested to tape at least one lesson to be used in small group instruction.

6. Workshop No. 6-Plans for Social Studies Fair (Assessment Day).

a. choose chairman
b. discuss what area each teacher will present in project form.
c. Establish submission time-table (Practice to alleviate last minute rush for entries).

COMMUNITY SCHOOL 34 CHARLES L. DUNN, PRINCIPAL

Teacher's Name | Subject Area | Date

5 4 3 0

Superior | Good | Fair | Unsatisfactory

A B

A Attendance

B Lateness (morning) (More than 2 unsatisfactory)

C Punctuality to Class or Post, or during traffic

D Submitting accurate, meaningful, clear information(Prep period plans, test, - other)

E Submitting materials on time

F Record Keeping
1. Roll book
2. Cumulative folder
3. Emergency Home Cards

G Use of Students' Progress Charts
1. Upkeep
2. Book reports
3. Essays
4. Projects(small)
5. Outstanding Work
6. Missing Homework
7. Oral Expression
8. Notebook Check

H Display of Children's Work
1. Book Reports
2. Essays
3. Projects

I Renews Display Frequently

J Room Upkeep

K Monthly Tests

L Accepting Responsibility

Total

M Community Interests(PTA, School Board, Home Visits, Special Affairs

N Attends Student Eve. Programs

O Spec. School or Class Projects (Large)

P Accepts and pursues innovative programs and ideas

Q Student Discipline

R Teaching techniques (questions, review, development

S Allows students to discuss homework

T Lesson Plans
1. Use of visual aids
2. Motivational devices

U Preparing Reading Lessons in Subject Area

V Needs and Seeks Supervisor's Help

W Cooperation with Supervisor
1. Subject
2. Practic domain

X Seeks help from Projects Advisory Committee

Y Sponsor for Student Works for Awards

Z Other

Total

Column A
Column B
Total

Triplicate: 1. Principal and Parents
2. Community Supt.
3. Teacher

Very important for future job reference, continuance in service, excessing, promotion, tenure, and for final evaluations in January and June

Signature of Supervisor

Principal's Signature

Teacher's Signature

COMMUNITY SCHOOL 34 X — Charles L. Dunn, Principal

Pursuance of Reading in the Content Area

Week of _____

Teacher's Name _____

Block _____

Subject Area _____

Class _____ Day _____ Period _____

Lesson Aim: _____

_____

_____

Reading Skill in evidence _____

_____

_____

_____

Reading Skill not in evidence _____

_____

_____

Specific suggestions for teacher as to reading skills which may have been developed

_____

_____

_____

_____

_____

_____
Supervisor's signature

_____
Teacher's signature

1 copy for supervisor
1 copy to teacher
1 copy to Mr. Dunn

SUPERVISOR'S EFFICIENCY MANAGEMENT
CHECK LIST

Teacher: _____ week of: _____

Period: _____
Area: _____

	S	N	U	Dates	Specific suggestions offered to teacher
1. Bulletin Boards (attractive, current reflects pupils work					
2. Classroom program displayed					
3. Grouping, Individualization, Participatory learning					
4. Healthy physical environment (orderly arrangement-free from litter					
5. Classroom decorum					
6. Pupil sign out book in evidence					
7. Teacher and para on hall patrol for passing					
8. Auxiliary personnel actively involved					
9. Pupils free from outer clothing (coats hats, etc.					
10. Pupil Progress charts displayed					
11. Pupil projects in evidence (current)					
12. Pupil folders in evidence (current)					
13. Reading in Content Area in evidence					
14. Passing regulations observed (warning-passing-line-up)					
15. Pupils prepared for work (books, pencils, notebooks)					
16. Text books covered					
17. Book Shelves in order & labeled					
18. Lesson reflects meaningful purpose					
19. Lesson challenging					
20. Teacher preparation reflected					
21. Activities challenging and appropriate					
22. Routines established					
23. Passing routines observed					
24. Teacher receptivity					

Supervisory Comments: _____

_____

Teacher/Para Comments: _____

_____

Supervisor's Signature _____

C. S. 34X

SUPERVISOR'S EFFICIENCY MANAGEMENT
CHECK LIST

WEEK OF:_____ PERIOD_____ AREA_____

TCHR:_____ GRADE:_____ ROOM:_____

SUPERVISOR'S COMMENTS

1. Bulletin Boards (attractive, current, reflects pupils work)

2. Classroom program displayed

3. Grouping, Individualization, Participatory learning

4. Healthy physical environment (orderly arrangement-free from litter)

5. Classroom decorum

6. Pupil sign-out book in evidence

7. Teacher and para on hall patrol for passing

8. Auxiliary personnel actively involved

9. Pupils free from outer clothing (coats, hats, etc.)

10. Pupil Progress Charts displayed

11. Pupil projects in evidence (current)

12. Pupil folders in evidence (current)

WEEK OF: _____

SUPERVISOR'S COMMENTS

13. Reading in Content Area in evidence

14. Passing regulations observed (warning-passing-line-up)

15. Pupils prepared for work (books, pencils, notebooks)

16. Text books covered

17. Book shelves in order and labeled

18. Lesson reflects meaningful purpose

19. Lesson challenging

20. Teacher preparation reflected

21. Activities challenging and appropriate

22. Routines established

23. Homework Assigned Daily

24. Teacher receptivity

25. Pupil Progress Reports (current)

_____
Supervisor's Signature

COMMUNITY SCHOOL #34 TEACHER M Lehre CLASS 5-212 LESSONS OBSERVED WEEKLY (Report on Two) PERIOD 1 CHARLES L. DUNN, PRINCIPAL DATE 4/20/73

MIN. IN ROOM	STRENGTHS	SPECIFIC SUPERVISORY ASSISTANCE TO BE AFFORDED TEACHER
45	1. Independent activities neatly and clearly written on Chalkboard. Instruction Clear and concise 2. Para working effectively with Group. 7. Homework Assgnt Challenging	1. Begin enrichment program for accelerated group.

TEACHER: L Lisi CLASS: 5-215 PERIOD: 6 DATE: 4/20/73

MIN. IN ROOM	STRENGTHS	SPECIFIC SUPERVISORY ASSISTANCE TO BE AFFORDED TEACHER
35	Teacher was administering diagnostic test prior to Regrouping. Teacher provided individual assistance to every child who was experiencing difficulty.	1. Meet with teacher to set up pupil helpers' program on block. 2. Assist in developing tapes.

SUPERVISOR'S SIGNATURE

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READING VOCABULARY

WEEK OF: SEPT. 17 TEACHER: MR. TABISEL CLASS(ES) 5-207, 5-210

AIM: TO DISCOVER THE MEANINGS OF VOCABULARY WORDS THROUGH THEIR USE IN THE CONTEXT OF A SENTENCE OR SERIES OF SENTENCES. TO BE ABLE TO PICK OUT THE WORD AND GIVE ITS RELATIONSHIP IN THE SENTENCE TO BE ABLE TO USE THE WORD EFFECTIVELY IN A SENTENCE.

DEVELOPMENT: (Procedures, Experiences, Activities)

1) INTRODUCE THE WORDS THROUGH THE USE OF A SERIES OF SENTENCES:
   a. JOHN WISHES TO BE NUMBER ONE BUT GIVES HE WORK TO BE FIRST.
   2) LAST SUMMER WAS A VERY HOT SEASON.
   3) AFTER VACATIONS, THE TEACHERS AND STUDENTS ALWAYS RETURNING TO SCHOOL.
   4) THE CLASS MUST BE QUIET, SO THE TEACHER CAN TEACH, THE LESSON.
   5) ~~IF YOU DOES THIS MATHEMATICS~~ JOHN MADE A MISTAKE. CHILDREN OFTEN HAS AN ERROR.
   6) IF YOU WANT TO GET BETTER YOU MUST KEEP TRYING. YOU MUST PRACTICE.
   7) LILLIAN HAS PLAYED THAT GAME BEFORE SHE HAS EARLIER.
   8) DURING THE SUMMER, THE TEACHERS DID NOT HAVE TO WORK. THEY WERE ON VACATION!
   9) ENGLISH WILL BE IN CHARGE OF THE GROUP TO MAKE THE RULES. HE WILL PICK A NAME FOR THE COMMITTEE.
   10) THERE WERE ~~FOUR~~ PEOPLE AND 3 ANIMALS IN THE STORY. THERE WERE NO OTHER CHARACTERS.

   HAVE CHILDREN LOOK SENTENCES AND UNDERSTAND SUGGESTED MEANING. GIVES DEFINITIONS OF THE 36 WORDS.

2) READ SHEET WITH VOCABULARY EXERCISE

MATERIAL: READ: (1) LIST OF WORDS AND MEANINGS ALONG WITH FILL IN EXERCISE
(2) HOMEWORK READ VOCABULARY EXERCISE

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READING
COMPREHENSION SKILLS...

WEEK OF: Sept 17

TEACHER: Mr Tunnel CLASS(ES) 5-209 5-210 BB

SKILL	DEVELOPMENT PROCEDURE, EXPERIENCES, ACTIVITIES	MATERIAL
TO DEVELOP ABILITY TO DERIVE THAT WHICH, ALTHOUGH NOT SPECIFICALLY STATED IN THE STORY, IS INFERRED THROUGH THE ACTIONS AND WORDS OF THE CHARACTERS TO HELP CHILDREN EXPRESS FEELINGS ABOUT A STORY - EXPRESS OPINIONS AS TO ITS QUALITY. TO IDENTIFY THE MAIN CHARACTERS OF THE STORY	MOTIVATION FOR CHILDREN IN THEIR HOME EVER SEEN A GIRL " " " TO DEVELOP A GIRL WHAT DOES IT LOOK LIKE AND ACT LIKE REPEAT THIS PROCEDURE FOR A BEAR, FOX, AND BOAT ASK CHILDREN IF THEY LIKED LIKE TO READ A STORY ABOUT THESE FOUR ANIMALS PROCEDURE CHILDREN READ STORY "THE LION'S SHARE" SILENTLY. ① ASK CHILDREN WHAT WAS THE TO GIVE AND BRIEF SUMMARY OF WHAT HAPPENED IN STORY ② ASK CHILDREN WHO IS THE MOST IMPORTANT ANIMAL IN STORY AND WHY THEY FEEL THAT WAY ③ REFER CHILDREN TO 2ND PARAGRAPH OF STORY. HAVE CHILD READ IT ALOUD. ASK CHILDREN WHY THEY FEEL THE LION DID WHAT HE DID (PARA 2, PAGE 4) ④ ASK CHILDREN IF THE LIONS HAVE BELIEVED THE LION WERE OR WAS NOT? ⑤ ASK CHILDREN WHY THEY THINK THE OTHER ANIMALS DID NOT STOP THE GREEDY LION FROM EATING THE LARGE DEER ⑥ REFER CHILDREN TO FINAL PARAGRAPH, PAGE 6 HAVE CHILD READ IT ALOUD ASK CHILDREN WHY THE FOX FELT THE BEAR THE FOX AND THE GOAT LOOKED AT EACH OTHER. ⑦ GIVE EACH READ SHEET WITH MULTIPLE ENDS - QUESTION AND ROOM FOR PICTURES DEPICTING STORY AT THE BOTTOM.	① TESTS STORY "THE LIONS SHARE" pg 4-7 ② READ SHEET - CONSUMABLE ③ DEED SHEET - MIMEOGRAPH * Before the class reads, introduce and discuss difficult or key words.

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READING
DIRECTED READING LESSON

SUPV.: B. BANKS

WEEK OF: 5-OCT-17 TEACHER: MR. TAGISH CLASS(ES) 5-209 5-210 GROUP(S) 2ND

AIM: TEACHER: TO INTRODUCE THE CONCEPT OF A MAIN IDEA
TO DEVELOP ABILITY TO RECALL AND REMEMBER DETAILED FACTS
TO INTRODUCE NEW VOCABULARY

STUDENT:
TO DISCERN THAT THE MAIN IDEA OF THE STORY IS THE SIMILARITIES BETWEEN TOADS AND FROGS
TO DEVELOP VOCABULARY
TO DEVELOP ABILITY TO ANSWER ~~SPECIFIC~~ QUESTIONS BASED ON WHAT IS ACTUALLY STATED IN THE STORY

MOTIVATION:
ASK CHILDREN IF THEY HAVE EVER SEEN TOADS AND FROGS.
ASK CHILDREN TO DESCRIBE THEM. WHAT DO THEY LIKE ABOUT THEM? WHAT DON'T THEY LIKE ABOUT THEM?
ASK IF THEY HAVE EVER TRIED TO CATCH A TOAD OR FROG
TELL CHILDREN THEY ARE GOING TO READ A STORY ABOUT TOADS & FROGS

DEVELOPMENT: (PROCEDURE, EXPERIENCES, ACTIVITIES, QUESTIONS)
1. INTRODUCE VOCABULARY - CHARTS & REXO SHEETS (THIN, THICK, SKIN, SMOOTH, ROUGH, TOADS) USE SENTENCES TO INTRODUCE VOCABULARY
2. SILENT READING - READ STORY "A HOP AND A JUMP"
3. ASK CHILDREN FOR REACTIONS TO STORY
4. * REREAD ORALLY AS CHILDREN ASK THEM TO CONCENTRATE ON HOW TOADS AND FROGS ARE ALIKE, AND DIFFERENT
5. HAVE CHILDREN ANSWER QUESTIONS ON PAGE 3 (REXO SHEET WITH ROOM FOR ANSWERS)
6. GO OVER QUESTIONS AND ANSWERS IN CLASS.
7. HAVE CHILDREN DRAW PICTURES OF TOADS AND FROGS BASED ON WHAT THEY READ IN STORY
8. HOMEWORK - REXO OF STORY A-2 pp 4-5 - ANSWER QUESTIONS ON PAGE 5

Good! Make sure that you are specific in your directions to the children as to what you want them to do. e.g. "Go to the bookcase, get your 2nd grade reader and turn to page 47." OK"

MATERIAL: NEW PRACTICE READERS - BOOK A pp. 2-3-4-5
REXO SHEET ON VOCABULARY
REXO SHEET OF QUESTIONS ON "A HOP and JUMP"
DRAWING PAPER
REXO SHEET OF "A FISH STORY" QUESTIONS ON "A FISH STORY"

Very good overall planning. You show a perceptive understanding of the planning process with regard to need, refinement of purpose and projected implementation.

B. Banks
9-19-73

C.S. 34
1830 Amethyst St.
Bronx, New York 10462

Charles L. Dunn
Principal

SYSTEMS APPROACH TO INSTRUCTION

Teacher_____ Area_____

Class_____ For Period of_____

Concepts to be developed

1.

2.

3.

4.

5.

6.

Skills to be Developed

1.

2.

3.

4.

5.

6.

7.

87

Resources to be Used

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Suggestions for Curriculum Integration

1.

2.

3.

4.

5.

Mathematics

1.

2.

3.

4.

5.

Science

1.

2.

3.

4.

Social Studies

1.

2.

3.

4.

5.

COMMENTS: _____

_____

C. S. 34X

SYSTEMS APPROACH TO INSTRUCTION (Sample Plan)

Language Arts

Concepts to be developed:

1. How to observe the subject, verb, complement, and modifying function.
2. The fundamental differences between business and social letters.
3. The written language is a representation of the spoken language - is a symbol of speech.
4. Creativity should be aimed at developing good reading habits-language.
5. How to find facts for reporting.
6. Using conversations in writing - how to create poetry - basically how to use your imagination.

Skills to be developed:

1. Understanding symbols in writing.
2. Word order in sentences.
3. How to make sentences grow.
4. Separating facts from opinions.
5. Proofreading letters and paragraphs.
6. Using nouns, verbs, pronouns, adjectives and adverbs correctly.
7. Using the dictionary correctly.
8. Finding the topic sentence.

Resources to be used:

1. Our Language Today 5
2. Our Language Today 6
3. English is Our Language 5
4. English is Our Language 6
5. Language Arts
6. Language Arts Drama Series Workbook
7. Tapes and Rexes for enrichment.
8. Weekly plans for lesson development of work.
9. Systems tests and weekly samples for evaluation.

Suggestions for Curriculum Integration:

1. Develop plans for relating Language Arts to all subjects.

Mathematics:

1. Develop the ability to be able to arrange data in problems in sequential order.
2. Be able to realize the main ideas or points in problem solving.

Language Arts - cont'd

Science:

1. Arranging scientific data in sequential order.
2. Be able to determine the main idea. Discover modifying words, and the words they modify.
3. Classifying data.

Social Studies:

1. Arrange data in sequential order.

Mathematics

Concepts to be developed:

1. Concept of fraction as part of a whole.
2. Concept of a fraction as part of a set.
3. Concept of fraction as a ratio.
4. Meaning of Numerator.
5. Equivalency of fractions.
6. Meaning of Denominator.

Skills to be developed:

1. Addition of fractions.
2. Subtraction of fractions.
3. Multiplication of fractions.
4. Division of fractions.
5. Finding lowest common multiple.
6. Prime factorization.

Resources to be Used:

1. Fractional parts
2. Various cutouts
3. Fractional number line.
4. Strings
5. Pipe cleaners

Suggestions for Curriculum Integration:

Reading:

1. Use of verbal problems
2. Mathematical definitions.

Science:

1. Measurement - Distance of planets
2. Fractions - proportional weight on different planets.

Social Studies:

1. History of numbers and fractional numbers.
2. Reading scale of maps.

Social Studies

Concepts to be developed:

1. Where man lives influences the way he lives...U.S., Greece, Rome, etc.
2. Human beings are much more alike than they are different.
3. Man has always used the earth's resources for living.
4. Earth changes man and man changes Earth.
5. Map symbols help us read and interpret maps.
6. Mapping and map analyses are basic tools of geography.
7. History is a continuous process.
8. How natural resources influence culture.

Skills to be Developed:

1. The ability to use source materials and draw valid conclusions from the available evidence.
2. The ability to use visual materials as information sources to show conclusions from the visual material presented.
3. The ability to interpret map symbols.
4. The ability to interpret road maps - towns, states, etc.
5. The skill of interpreting scale of miles and tracing routes on maps.
6. The ability to locate places on maps and globes and to point out directions on a map.
7. The ability to recognize and interpret symbols on a map.
8. The ability to understand and use map vocabulary.

Resources to be Used:

1. How People Lived in Ancient Greece and Rome.
2. Mimeograph sheets distributed to entire class.
3. Visual aides available for class use.
4. Research projects
5. Exchange materials
6. Trips
7. Picture File
8. Models
9. Photography
10. School Library

Suggestions for Curriculum Integration:

Reading -
1. Include S.S. vocabulary in teacher made materials.
2. Emphasize S.S. concepts in reading lessons.
3. Make use of reso materials supplied by S.S. teachers whenever possible.
4. When making experience charts, include S.S. skills.

Social Studies cont'd

Mathematics:

1. Emphasize linear measures.
2. Develope lessons around the construction and use of graphs.
3. Develop understanding of measures according to scale.

Science:

1. Develop understanding of how weather conditions influence agriculture.
2. Scientific inventions have helped man to adapt to varying changes in his environment.

Science

Concepts to be developed:

1. Air is a real substance...

   Does it [illegible]ght? Does it take up space? Can you touch it?

2. Air exe[illegible]pressure.
3. Air pressure is not the same at different elevations.
4. Air expands when heated. Air contracts when cooled.
5. Many gases are present in air, including water vapor.

Skills to be developed:

1. Use of scientific methods.
2. Making hypothesis.
3. Measurement - weight, height, circumfrence, volume, etc.
4. Use of charts and graphs to show percentages.
5. Observation
6. Recording
7. Predicting

Resources to be Used:

1. Science texts
2. Library encyclopedia
3. Science supplies - glasses, candles, balloons, milk bottles, eggs, hot plate, balance scales, mirrors, limewater, etc.
4. Filmstrips
5. Teacher made rexographs for individual study and inquiry.

Suggestions for Curriculum Integration

1. Vocabulary Reading Development
2. Atmosphere, stratosphere, ionosphere, troposphere expand, contract pressure, compress, oxygen, sea level, vapor, evaporate.
3. Experience charts, records of experiments, research in library & texts.

Science cont'd

Mathematics:

1. weight
2. circumfrence
3. volume
4. percentage

Social Studies:

1. map reading - sea level, height above sea level.
2. Effects on human body at different heights above sea level.
3. Fields of work that use principles of air pressure (pneumatic drills).